

COLUMBIA

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COMMENCEMENT—1910

THE exercises of the one hundred and fifty-sixth annual commencement of Columbia University were held on June 1, as usual in the University Gymnasium. With favorable weather conditions the grounds throughout the day were thronged with graduates and friends of the University, and in the morning, when the academic procession proceeded down the steps of the University Library and across the quadrangles to the gymnasium, the sight was both brilliant and impressive. After the graduates had taken their places on the floor of the gymnasium, and faculties, trustees and invited guests had proceeded to the platform, music was rendered by the University orchestra under the direction of Professor Cornelius Rubner, professor of music. The opening prayer was made by the chaplain of the University, the Reverend Raymond Collyer Knox.

President Butler then delivered the address to the graduates, taking as his subject "Intellectual charity." He said:

In the veritable Babel of confusion which surrounds us on every hand, one is tempted to turn into a sermon on charity an address, however brief, to those who are today leaving their University behind them.

All forms of thought, as well as all forms of social and political life, are just now undergoing disturbance, upheaval, reconstruction. There are those who interpret these happenings and changes in

terms of a new Renaissance, out of which are to come greater achievements of human intelligence and human character than the world has yet seen. There are others who prefer to think that we are living in a period of decadence, and they find in the history of the decline and fall of the Roman Empire an analogy to what is going on round about us today.

It is more cheerful at least, and probably more correct, to take the brighter rather than the darker view of contemporary history. But whatever view be taken there is abundant room for the exercise of charity and abundant demand for it.

The air is filled with recriminations. On every hand motives are impugned, established standards are attacked, and proposals, however carefully studied, are torn to pieces by adverse and complaining critics before there is time to consider them fairly. There is hot applause for the loudest voice that makes the lowest appeal, and there is a readiness to believe ill of men and institutions which is not pleasant to witness. Particularly are those who represent the established order and those who have reached positions of prominence and power, however well deserved, made the objects of attack and the butt of complacent ridicule. These may not reply in kind, and, therefore, to that extent the popular demand for vigorous and even embittered controversy is disappointed.

Those who have felt the helping hand of the college and of the university should go out into the world thus occupied and thus interested, with the fullest possible measure of intellectual charity. The human mind has a myriad facets, and it rarely reflects experience and observation in more than one of them. It takes the sum total of many individual pictures to tell the whole story of what actually happens. There is always room for the other point of view, and the occasions are rare indeed when there is not something to be said on the other side of any question.

Systematic training has for one of its main purposes, the giving of a poise or balance that is to keep men and women from merely sharing, like dumb driven cattle, in the stampede of the moment. To the trained and disciplined minds of college and university graduates, evidence, as distinguished from assertion, ought to make a conclusive appeal.

Science, however, does not appear to be able to produce of itself fair and open-mindedness, nor does literature, or law; a subtle something which may perhaps be called intellectual charity must be added, if into disputed questions there is to be carried not only the knowledge but the temperament which resolves difficulties and composes misunderstandings.

It is unbecoming for one whose mind has been trained by college and university discipline to become the mere partisan promoter of any person or cause. Enthusiasm he should have in fullest measure, but not the narrowness approaching bigotry which prevents his seeing the other side and appreciating a different point of view.

It must be the observation of every one that mankind is in a complaining mood. Ten meetings of protest are held for one meeting of approval; ten journalistic reproaches will be found for every journalistic commendation. In part, this attitude of mind and speech is due to superabundant egotism, but in larger part to lack of intellectual charity. The superabundant egotist does not like that which he cannot understand and cannot manage. His favorite mode of expression is the jeer or the sneer, and unfortunately he finds altogether too many amused listeners. Then, too, there is an odd gap or chasm between what many men profess to believe, between the principles which they profess to hold, and what they habitually do and say. This want of unity and harmony between profession and practice is a constant source of surprise and astonishment.

The fact probably is that mankind has not yet become accustomed to its new responsibilities. Dependence was converted into independence with surprising speed during the centuries from the 16th to the 19th, and thereby a heavier load was put upon humanity than it had been trained to bear. Self-government, whether it be of the individual or of the community, remains after all these long years a problem full of perplexity and difficulty. Those of us who believe that mankind is steadily climbing up-hill believe that all the forces in the world which make for progress are preparing men for the better discharge of responsibility and for the more generous use of opportunity. We cannot deny however—we dare not—that there is a long road yet to travel.

It is just for this reason that the greater exercise of intellectual charity is so sorely needed. Ignorance is not, perhaps, itself a vice, but it is the mother of many vices, and that partial ignorance which masquerades as knowledge is a fruitful parent of everything that ought not to be.

Carry out into the round of daily life an intellectual charity. Do not insist upon imposing your own view upon a universe that is itself larger and more complicated than any view which an individual, however talented, can possibly hold. Try to understand that others are as sincere and of as high motives as yourself, even though they appear to be moving in a quite different direction.

If the colleges and universities cannot produce men and women who will exercise intellectual charity, and so soften the asperities

and limit the controversies of which life is already too full, then where indeed shall intellectual charity be found?

There are many things to reflect upon on a day like this, but perhaps nothing is more worthy of our reflection on this day than those traits and characteristics which will help to shape the ordinary happenings of daily life by the high influences that go out from this University.

May success and happiness attend you all!

The first degrees to be conferred were those of bachelor of arts and bachelor of science on graduates of Columbia College. Ninety-five candidates for the degree of bachelor of arts and twenty-eight for the degree of bachelor of science were presented to the President of the University by Professor J. Howard Van Amringe, the dean of Columbia College, as duly qualified, and upon them these degrees were conferred. Professor William Tenney Brewster similarly presented from Barnard College eighty-six candidates for the degree of bachelor of arts and two for the degree of bachelor of science. Seventy-nine graduates of the school of law were recommended for the degree of bachelor of laws by Professor George W. Kirchwey, dean of the school of law. Professor John G. Curtis, emeritus professor of physiology, in his usual impressive way administered the Hippocratic oath to seventy candidates for the degree of doctor of medicine, after which, upon the recommendation of the dean of the faculty of medicine, Dr. Samuel W. Lambert, this degree was conferred by the president.

In the faculty of applied science the degrees of engineer of mines, metallurgical engineer, civil engineer, electrical engineer, mechanical engineer, bachelor of science in chemistry, chemist and chemical engineer were conferred after the candidates had been presented by Frederick A. Goetze, the dean of the faculty of applied science. The degrees awarded were distributed as follows: engineer of mines, 38; metallurgical engineer, 3; civil engineer, 29; electrical engineer, 27; mechanical engineer, 12; bachelor of science in chemistry, 1; chemist, 2; and chemical engineer, 6. Five candidates were presented for the degree of bachelor of architecture by Professor James Rignall Wheeler, dean of the faculty of fine arts,

and two for the degree of bachelor of science in architecture, while certificates of proficiency were given to four candidates. Likewise Professor Wheeler recommended two candidates for the degree of bachelor of music.

From Teachers College came a large number of candidates for degrees after studies in the various departments of education, and Professor James Earl Russell presented one hundred and fifty-seven candidates for the degree of bachelor of science in education, eight candidates for the doctor's diploma in education, sixty-four candidates for the master's diploma in education, one hundred and fifty-seven candidates for the bachelor's diploma in education, and one hundred and four candidates for the special diplomas in education. From the College of Pharmacy came nine candidates for the degree of pharmaceutical chemist, and four candidates for the degree of doctor of pharmacy, presented by Professor Henry Hurd Rusby, dean of the College of Pharmacy.

Professor Calvin Thomas then presented two hundred and eighty-four candidates for the degree of master of arts, and forty-four for the degree of doctor of philosophy, the candidates for the latter degree as usual being escorted to the platform and being presented directly to the President. The conferring of degrees received in course was followed by music, and then the distinguished guests selected for honorary degrees formally received their diplomas from the hand of the President and were invested with the hoods appropriate to the degree and bearing the Columbia colors.

William Peterfield Trent, LL.D., D.C.L., professor of English literature, the University orator for Commencement, presented the candidates for honorary degrees. He spoke as follows:

We are now come, Mr. President, to that part of to-day's ceremony which probably possesses the greatest interest to the general as opposed to the specifically academic public, the part which most of all links the University with the outside world of achievement, which enables it to bestow fresh honors upon its own distinguished sons and to adopt from all classes and professions sons equally distinguished and equally ready to serve it in its benign work as a mother of learning. The conferring of honorary degrees is a custom of considerable antiquity, but perhaps on the whole it is more

gracious and beneficent as it is at present administered, than it is truly venerable. Its origins I should not like to discuss without several months or years of previous preparation, and then you would not want to hear me. It must suffice, therefore, to say that we probably owe the custom of conferring such degrees to the papal practice of creating *doctores bullati*, as they were called, and also to that veneration for princes and other dignitaries which induced our remote forefathers to give them academic honors without subjecting them to the rigor of an examination—a practice which, by the way, was abolished at one great English university only within very recent times. A considerable antiquity not surcharged with venerableness is, then, all that it seems desirable to predicate of these degrees, but I like to think that they are one of the many good things we Teutonic peoples have taken over from the Latin peoples who now seem to make little use of them—those gracious Latin peoples, phenomenal exemplars of light and leading in a dark and stumbling world.

Like all other good things they have been both used and abused. One sometimes sees in print a statement to the effect that early in the twelfth century the famous Abelard conferred upon himself the degree of doctor of divinity. The fact underlying this statement need not be discussed. All we need observe is that the much twisted story both overillustrates the antiquity of honorary degrees as we know them, and also suggests a commendably commodious method of securing them. If Abelard were not so permanently fixed as a luminary in the heavens of philosophy and love, it might be ungenerous to dub as Abelardian the vast variety of expedients employed since his day to secure caudal initials for names which ought to remain content with those frontal ones indirectly supplied by sponsors in baptism. Perhaps, however, we may venture to call these expedients Abelardian, and to affirm without fear of contradiction that those two chosen lands of liberty, Great Britain and these United States of America, have triumphantly led the world in their abuse of the honorary degree. Not every British degree has been even as worthily bestowed as that which Archbishop Laud conferred upon the poet Richard Lovelace, because forsooth the prelate—so the story goes—could not resist the entreaties of a certain great lady who thought the eighteen year old youth the handsomest person she had ever beheld. As for American degrees perhaps the most remarkable is one that never quite came into being—the S.T.D., doctor of sacred theology, the Latin formula for which quivered on the lips of an absent-minded Bishop-Chancellor as before him knelt the agonized form of the South's most famous editor.

Possibly it was a prophetic vision of that scene—which would

have been harrowing but for a timely tug at the bishop's lawn sleeves—that led the most wide-minded of early American educators, Thomas Jefferson, to insist that no honorary degrees should be given at the University of Virginia. It is, I believe, the proud claim of that institution that it has piously adhered to its founder's wishes. Far be it from me to intimate that such a claim is an unworthy one, yet I cannot help believing that it is generally better to reform a good old custom that has been abused than to abolish it. And has there not been a most gratifying reform of the methods of bestowing honorary degrees witnessed throughout the entire country in our generation? Can we scan the lists of the recipients of such degrees from our chief colleges and universities without perceiving that very great care is taken in the bestowal, without recognizing that, in the main, our institutions now regard themselves, not as complacent awarders of untimely compliments, but as trustees of those national and local honors which it is the privilege of academic bodies to confer as incentives to noble conduct and to brilliant achievement? Sometimes, of course, mistakes are made. Sometimes the honor is delayed until it is not needed, though seldom, owing to the infirmities of human nature,—till it is not wanted. But, on the whole, these academic honors are worthily conferred; they minister to the mental and spiritual uplifting of the nation; they are accompanied by a ceremonial dignified and inspiring. And they are specially serviceable in a huge, bustling democracy like our own because they furnish excellent security that quiet merit will not be permanently obscured by the noise and dust of strepitant energy in its more conspicuous and vulgar manifestations. They are eloquent protests against the fallacy that the be-all and the end-all of civilization is to "level men up." They serve to remind us of the fact that, linked as all things are with the past, our democracy will be the stronger if it preserves to its use those aristocratic systems of life and thought which it is folly to despise and a misfortune not to understand and utilize.

Yes, Mr. President, one has but to scan the distinguished, varied, and representative list of names contained upon this program, names selected from the fields of philosophy, theology, and medicine, of pure and of practical science, of academic administration, of journalism and letters, to perceive that in bestowing her honorary degrees, Columbia is true both to her traditions as a historic university and to her duties as a nurse and guardian of the ideal in this country. The activities here represented are many, but the ideal behind them is one. For that ideal may we always stand. Let us study and extol it in its past manifestations, let us discover and celebrate it in

the present, let us predict its more extended reign in the future. Above all, let us be catholic toward it, wide in our sympathies and alert in our comprehension. Let us not be mere votaries of the past, or mere partisans of the present, or mere wild-eyed apostles of the future. Let us honor the chief spirits of our own race and day, let us applaud the champions and leaders of our own chosen causes and callings, without failing to stand rapt in grateful admiration and dazzled awe before such differing but consummate illustrations of human genius as the aged Sophocles, reciting to his jurors the chorus that bore testimony to the unimpaired maintenance of his august powers, as Galileo, sweeping the heavens with his yet undimmed eyes, or as Napoleon following the star of glory that led him on to Austerlitz.

And now, Mr. President, I have the privilege of presenting for the honorary degree of master of science of this University, Charles Buxton Going, of the class of 1882; for the honorary degrees of master of arts, the Reverend Roelif Hasbrouck Brooks, of the class of 1900, Rector of St. Paul's Church, Albany, N. Y., and William Allen White, of Emporia, Kansas; for the honorary degrees of doctor of science, William James Mayo, M.D., of Rochester, Minnesota, and Sir William Henry White, K. C. B., formerly director of construction of the British Navy and associated in designing the "Mauretania" and the "Lusitania"; for the honorary degrees of doctor of letters, William Crary Brownell, of New York City, and Mrs. Schuyler Van Rensselaer, of New York City; for the honorary degree of doctor of sacred theology, the Reverend William Newton Clarke, professor of theology at Colgate University; and for the honorary degrees of doctor of laws, William Henry Steele Demarest, A.M., D.D., president of Rutgers College, and John Howard Van Amringe, Ph.D., L.H.D., dean of Columbia College.

It is a great pleasure, Mr. President, in conclusion, to bid our new brothers welcome in behalf of the entire University, and to express the hope that they and we shall experience to the full the truth of the noble words—"Behold, how good a thing it is for brethren to dwell together in unity."

In conferring the honorary degrees President Butler made use of the following formulas:

Charles Buxton Going—Happy in uniting the precision and the practicability of an engineer with the graces of a man of letters and a poet, I gladly admit you to the degree of master of science in this University. . . .

Roelif Hasbrouck Brooks—Carrying the sound training of your college into the arduous labors of a devoted Christian ministry, I gladly admit you to the degree of master of arts in this University.

. . .

Marianna Griswold Van Rensselaer—To whom it has been given to trace with a woman's skill and a man's strength the story of the early history of our city and to interpret with charm, and in many ways, the great monuments of architecture and of art, I gladly admit you to the degree of doctor of letters in this University. . . .

William Newton Clarke—Profound student of the time-honored queen of the sciences, strong and original in both thought and writing, I gladly admit you to the degree of doctor of sacred theology in this University. . . .

William Henry Steele Demarest, president of Rutgers College—Guiding with sound judgment, wisdom and high public spirit the course of an old and honored American college, whose name was Queen's when ours was King's, I gladly admit you to the degree of doctor of laws in this University. . . .

William Allen White—Speaking in no uncertain voice the thoughts and aspirations of large numbers of Americans whose hearts are set at once on progress and on justice, I gladly admit you to the degree of master of arts in this University. . . .

William James Mayo, doctor of medicine—Renowned throughout the world for amazing triumphs of surgical science and art, as well as for large and wise humanity, I gladly admit you to the degree of doctor of science in this University. . . .

William Henry White, Knight—Applying with amazing success the resources of engineering skill and an unexampled practical experience to the building of a great navy and to that of an imposing mercantile fleet, I gladly admit you to the degree of doctor of science in this University. . . .

William Crary Brownell—In observation keen and accurate, in appreciation quick and sympathetic, in exposition subtle and convincing, foremost among contemporary American critics of literature and of life, I gladly admit you to the degree of doctor of letters in this University. . . .

In conferring the degree of doctor of laws on Dean Van Amringe, President Butler departed from the traditional formality of the ceremony, and, advancing to the dean and grasping both his hands, pronounced the formula of investiture with deep feeling, which was shared by the entire assembly. He said:

John Howard Van Amringe—About whose person have gathered the love and loyalty of Columbia's students for over half a century, now retiring to years of rest and peaceful reflection, crowned with every honor that *alma mater* can bestow, after a service as unique in kind as it is long in years, I gladly admit you to the degree of doctor of laws in this University. . . .

In awarding the Barnard Medal President Buler said:

In accordance with the terms of the will of Frederick A. P. Barnard, tenth president of Columbia University, a gold medal is established known as the Barnard Medal for Meritorious Service to Science. This medal is awarded at Commencement at the close of every quinquennial period to such person, if any, whether a citizen of the United States or of any other country, as shall, within the five years next preceding have made such discovery in physical or astronomical science, or such novel application of science to purposes beneficial to the human race as, in the judgment of the National Academy of Sciences of the United States, shall be deemed most worthy of such honor.

The Barnard medal was first awarded at the Commencement of 1895 to Lord Rayleigh and to Professor (now Sir) William Ramsay. At the Commencement of 1900 the Barnard medal was awarded to Professor Wilhelm Conrad von Röntgen. At the Commencement of 1905 the Barnard medal was awarded to M. Henri Becquerel, member of the Institute of France. On the nomination of the National Academy of Sciences, the award for 1910 is made to Ernest Rutherford, Sc.D., LL.D., F.R.S., Langworthy professor of physics and director of the physical laboratory in the University of Manchester, for meritorious service to science, resulting especially from his investigations of the phenomena of radio-active materials.

The program also contained the following list of the names of those to whom honors had been awarded during the year:

In Columbia College—George William Curtis medals to D. R. Fox, '11 (gold) and G. W. A. Scott '11 (silver); Alumni Association prize: E. H. Osterhout '10, elected over D. Leary, Jr., '10, and W. DeF. Pearson '10, the other two faculty nominees; Chanler historical prize: L. Fraser '10; Charles M. Rolker, Jr., prize; W. Langer '10; prizes in belles-lettres: poem award divided between D. Leary, Jr., '10, G. M. Lapolla '10, E. H. Pfeiffer '10; essay prize not awarded but honorable mention given to A. P. Springer '12; short story prize not awarded but honorable mention given to S. Born '10, A. L. Drew (Sp.), and W. B. Ebeling '12. Departmental honors—In classical philology to C. A. Manning '13; in mathematics to E. L. Gluck '12. General honors: S. Born '10, O. Hochberger '10, E. J. Kätz '10, H. J. Muller '10, M. Picard '10, W. M. Schlossman '10. Highest final general honors: M. Brenner, L. Grossbaum, J. D. Jones, R. L. de Wilton.

In the College of Physicians and Surgeons—Alumni Association prize: J. Byrne, M.D. '95.

In the Schools of Mines, Engineering and Chemistry—Illig medals: G. E. Beggs '10, L. R. Clapp '10, F. S. Dellenbaugh, Jr., '10, H. D. Egbert '10; Darling prize in mechanical engineering: W. W. Oakley '10, chosen over H. D. Egbert '10 and D. S. Herzog '10, the other two faculty nominees.

In the School of Political Science—James Gordon Bennett prize: L. Fraser '10; Toppan prize in constitutional law: Z. L. Potter.

In the School of Architecture—Medal of the Society of Columbia University Architects for proficiency in advanced design: J. H. Clark '10, and honorable mention to A. E. Flanagan '10.

General prizes—Prizes of the New Jersey Alumni Association: College, J. P. Wilson '13, Science, no award; Grant Squires prize: H. W. Odum; Earle prize in the classics: E. Nitchie '10B; Philo-lexian centennial prizes: A. W. McMahon '12, D. S. Townsend '10, W. D. Heydecker '11; Philo-lexian prizes: G. Smith '10, D. S. Townsend '10.

In Barnard College—Kohn mathematical prize: A. Loehrsen '10B; Herrman botanical prize: divided between E. M. Doty '12B, and L. Nyitray '12B; Flarsheim prize: M. T. Hart '11B, and honorable mention to K. H. Tiemann '11B; Jenny A. Gerard medal: G. L. Hunter '10B; departmental honors: in classical philology to M. L. Gibson '10B, and E. Nitchie '10B; in English to M. T. Herrmann '10B, and D. Long '10B; in German to T. Barrows '10B, L. Egleston '10B, A. T. O'Donnell '10B, and M. M. A. O'Donnell '10B; in mathematics to A. Loehrsen '10B, R. Moses '10B, and E. A. Waite '10B; in philosophy to E. L. Graham '10B, D. B. Kirchwey '10B,

and M. Weinstein '10B; general honors: C. Auerbach '10B, M. W. Bailey '10B, T. Barrows '10B, F. Burger '10B, B. H. Firebaugh '10B, M. L. Gibson '10B, N. F. Hamburger '10, M. T. Herrmann '10B, G. L. Hunter '10B, and M. M. A. O'Donnell '10B; highest final general honors: H. R. Fox '10B, D. B. Kirchwey '10B, E. Nitchie '10B, A. T. O'Donnell '10B, E. A. Waite '10B, and M. Weinstein '10B.

In the College of Pharmacy—Breitenbach prize: W. Regnault '10; Kappa Psi prize: W. Regnault '10; faculty graduate prize: J. A. Steffens.

Immediately after the ceremonies in the gymnasium, the academic procession reformed and proceeded to South Court, where Dr. Joseph Struthers, president of the class of '85 Mines, introduced Arthur S. Dwight, who for the class of 1885, School of Mines, tendered a gift of ten thousand dollars in celebration of the twenty-fifth anniversary of their graduation. It establishes a fellowship under the faculty of applied science to be filled upon the nomination of the class. The academic procession then passed to South Field where the class of 1885, School of Arts, presented a sundial to the University as a memorial of the twenty-fifth anniversary of the graduation of the class. It was presented by Mr. Waldron Williams, chairman of the committee in charge, and was accepted by President Butler, on behalf of the University. The dial presented on this occasion was a plaster model of the one eventually to be constructed. When finally completed it will consist of a sphere, seven feet in diameter, made of polished green Ascutney granite, set upon a plinth of fine-grained granite, ten feet in diameter. It was designed by Messrs. McKim, Mead and White.

This green ball will cast the sun's shadow in a large clean-cut ellipse upon a bronze plate inlaid on the surface of the base. As the shadow follows around the base of the dial, the edge of the ellipse will be used to determine the time upon the markings, engraved on the bronze plate. Because the position of the shadow is at different points on a given hour of different dates, a series of twelve concentric lines, with one representing each month, have been engraved with marks for each day of the month. Professor Harold Jacoby, '85, Rutherford professor of astronomy, who has worked out the

astronomical part of the problem, has arranged it so that the time indicated will be the standard time of New York City, instead of the solar time generally shown by sun dials.

More than six hundred alumni attending the annual commencement luncheon in the Commons listened to the customary addresses from the recipients of honorary degrees and to the President's annual address to the alumni. Dean Van Amringe, **The Alumni Luncheon** whose approaching retirement was a predominant and sad note in the day's proceedings, presided and received more than his usual enthusiastic greeting from the alumni. He said:

Fellow Alumni—In your name, I welcome here the guests who distinguish this occasion by their presence. In the name of our common mother, I felicitate you on our return to the good custom, omitted for a year or two, of meeting in Alumni Hall that we may have, among other pleasures, that of greeting appropriately those whom, to their gratification I hope, certainly to our satisfaction and pride, we have today enrolled among our honorary alumni.

There is nothing, I think, in the recent history of Columbia, more significant than the rapid growth among the alumni of interest in, and enthusiasm for, their *alma mater* as exemplified in their formation of college societies and associations. In its progress, it is not unlike that of the institution which has induced it. For many a long year after its foundation, Columbia, though rising at times to the height of great opportunities (notably in the Revolutionary War and the period immediately following it), yet lived usually a placid life, continually doing good in a quiet way, a constant and unobtrusive benefaction to the community with which it was identified, and, for the most part, confined in its services to a small and select part of that community—till it was touched by a master hand and quickened into new and larger life. It then grew steadily, later more and more rapidly, and finally, by leaps and bounds, it advanced to preeminence among universities in this country and to a front rank among the universities of the world. So with associations of alumni. The first of them began, in a feeble and restricted way, less than a century ago, lived a fitful life, intermittently active for thirty-five or forty years, then grew slowly and surely for a time, became strong and great and, within the last lustrium, has occasioned rapid and widespread growth of cognate asso-

ciations, all keenly intent on the welfare of the University. The successful inauguration of direct alumni representation in the governing body has proved, in this matter as in others, a distinct accelerating force. Where once but a handful of men responded to the call of Columbia, now they rise up in multitudes, at once and eagerly, as did Clan Alpine on a signal from Roderick Dhu. The associations are to be found in all parts of this country, in Mexico, in Cuba, in France, in China, in Japan—and, should the spirit continue to grow and spread, it can not be long till the peculiar and soul stirring cry of the Columbia men will, like the drum beat of the British Empire, follow the sun in its circuit of the globe.

We are fortunate today in having here, not only a goodly assemblage of *alma mater's* immediate family, but also eminent sons of her adoption, two of whom kindly permit me to call upon them.

I have now the honor of inviting to address you a naval architect and engineer of the highest distinction, who, among other notable achievements, has added to the swift going steamers of the Atlantic the fleetest of them all in the *Mauretania* and the *Lusitania*, has contributed, in an important way, to Britain's "greatest defence and ornament," the royal navy of England, and has, by his writings, enlarged the scientific equipment and increased the effectiveness of the profession which he adorns—Sir William Henry White, of England and America, doctor of science of Columbia.

Sir William Henry White in reply said :

Mr. Dean, Mr. President, and graduates of Columbia University . . . I have a vast belief that the intention in honoring me with this degree has been to recognize a life-long endeavor to bring into that department of engineering in which most of my life has been spent scientific method, to discover the way to meet new problems and face the unknown. For it is the unknown that a man has to face who designs a ship to go to sea. There can be no measure, no exact measure of what will come upon the structures, of what they will have to face in the way of weather ; and to meet these conditions all that a man can do is to fortify himself by the aid of science, and try to take a step onward by making every possible effort and missing no precaution to be prepared for the unforeseen and the unknowable.

When a man has lived his life in such an endeavor, it is to him a great satisfaction when those who only know him by repute think him worthy of such a degree as has been conferred upon me today. Science is cosmopolitan ; it stretches out to all the nations and speaks a language that is understood by all. Science confers its benefits upon the worthy. It knows no geographic boundaries, no differ-

entes of race or clime; and that is true not merely of what we are accustomed to call pure science, but of science in its final definition.

We have so much in common, and we inherit so much in common. We have one language in which the literature of our science is expressed in words known from infancy, and there are no closer bonds on earth in any other department of scientific work. On that side, gentlemen, believe me that I as an Englishman stand here to-day and thank you with all my heart for what has been done.

Now, if I may turn for a moment to the thing that bears upon my heart as I speak to you, I trust you will pardon me. I can assure you as one who knows what public feeling is, not merely in England, but throughout the British Empire, that the display of genuine friendly sympathy that has been made in this republic during the last few weeks will not be forgotten. It was not unexpected by those who know something of your deep-rooted attachment in this enormous country to all that applies to what you still call "home."

But I don't know that anybody ever realized the deep affection and the high esteem in which you held our late beloved King. He was a man; he was human, with faults, but with characteristics so noble, with intentions so grand, that he desired to bind together the nations of the earth in concord, and most of all to bring together the English-speaking peoples of the world. And now that he has gone from us, I bow to the American people for the way in which they have shown real affection and the truest regard. I trust you will not think that this is out of place; I cannot help voicing what I think on this matter. We know that in our daily lives there is nothing like a common sorrow for wiping out enmity and petty differences that divide those who should be and are in their hearts friends. The people of America have shown that we are one in feeling, one in intention, one in respect for the memory of the dead.

Gentlemen, I want to say a word more on the subject which is, to my mind, the greatest for the engineering world, which means so much for the welfare of nations, which is so much cared for and regarded at Columbia. A hundred years ago or thereabouts there was no such thing as engineering science, and if a man had stood up and claimed that engineering should be treated as a learned profession he would have been scoffed at as a radical. We have in London an old society of which I have been president. It was founded in the year 1771, soon after Columbia was founded. It was founded before there was any United States. It was called after one of the greatest of civil engineers, Smeaton, a man who, while he stood in the forefront of his contemporaries, was a man who worked largely by rule of thumb. And when they formed the

first association in which they were going to interest the members of their profession, they felt that they couldn't do better than to take the name Smeatonian and that name remains to this day. But since then engineering has become a learned profession, and I stand here today in the face of this body and the grave faculties of Columbia University, and say that we are engineers and will take no back seat in relation to any of the other branches of learning which a hundred years ago were thought of as the only learned professions. And how has this come about? It has come about largely of necessity. The work couldn't be done without this change. With iron and steel and steam, the old rules of thumb were not sufficient, and now the engineer calls upon all branches of science and of scientific workers to come to his aid. . . .

We have another scheme in London which I will mention because I think it may have a bearing upon the work done here. Some of us who have spent our lives in this matter of higher education have tried to establish for the British Empire a college in which the highest instruction and the best opportunities for research should be found, and that college is now an established fact. It is called the Imperial College of Science and Technology, and when the scheme develops we hope to get there those that now go elsewhere from the colleges and universities of the Empire, and perhaps from the United States; and there they will have, I trust, the finest opportunity the world can offer to pursue their work. And in my judgment there lies the necessity for broad and liberal treatment of this matter in all countries, if the best results are to be had.

I didn't want to be a naval architect. I wanted to be a scholar; it was more attractive to me to take up languages and literature than to devote myself to the material things and the opportunities of the shipping fields. But it was not a matter of choice, and when the opening came I took it, and if I am ever remembered in the time to come it will not be as the scholar I should have liked to be, but as a man who designed and built ships. I think my case is typical.

I have spent my life, as I have told you, in trying to do a public duty in England. It has come to me without my seeking for it, the duty of the enormous expenditure of national funds and great considerations of state, the supremacy of the sea on the part of Great Britain. The British Empire has been intertwined with, and bound by, the great work I was able to do. Thank God it has gone well, on the whole, and my countrymen have shown their content. And now, today and here, one's cup of happiness is filled because Columbia University has marked its sense of effort to do duty by the approval that makes me eternally your debtor.

Dean Van Amringe in introducing the next speaker, Mr. William Allen White, said:

Gentlemen, you are now to have the pleasure of listening to one who wields the mighty power of the press and wields it graciously, who daily mounts a pulpit with thousands "within the reach of his voice and not a nodder even, among them"—Mr. William Allen White, of Kansas and New York, master of arts of Columbia.

Mr. White said in part:

Mr. Toastmaster and friends: . . . I want to speak to you very briefly on the subject of our western universities, and what I have to say is largely inspired by this fine gathering of alumni here. I attended the finals of the Kansas State University, of whose governing board I am a member, and I am struck with the thought that your faces here are older, more mature faces than those of our alumni. I think we need your help, we of the west. The western universities are building up great schools. Our little university at present has two thousand students; Minnesota has twice as many; Wisconsin has twice as many; Michigan, Illinois, all the state universities, are growing very rapidly.

I think we of the west need something—I think we need to be a little less coarse, to be a little more spiritual, to get a little more of that intellectual charity of which your president spoke so well today. We of the west are solving problems, but need your cooperation. We want you to think of this, to consider us as a great part of your scheme of things, when you visit us. We have in our faculty a number of your alumni. We want more, we need more and more help, and we ask it from all bodies of alumni like this and all colleges like Columbia. . . .

And so, coming from the west, I want to call your attention to the fact that to do your duty toward us you should consider more what lies west of the Hudson River, out in the great west.

I am coming as one asking for a name and asking your consideration. For we of the west want to be one with you. We have no desire to go straying out on the prairies like a lone broncho, but we want to be branded; we don't want to be mavericks. And so, having stepped into the family, I wish to thank you for your step-brotherhood, and to hope that some time I may be worthy of it—that at least I may keep out of jail and avoid doing disgrace to my new step-*alma mater*.

Dean Van Amringe then introduced the last speaker, President Butler, who said:

My dear Dean, and fellow alumni:

I value the opportunity to add to this hearty and cordial welcome of yours such words as I can to assure these distinguished men who have come to us today, how much we value the association with their names and work which we have sought, how fully we try to understand the significance across the sea of the work of Sir William White, and how we try to appreciate the work on the western plains of Mr. William Allen White.

Our university stands on a hill and looks at the whole world around. When the time comes to single out for honor and distinction the men and women whom we choose to ask to be our guests and academic kinsmen, there are put upon us no limitations of speech, or country, or residence, or sympathy, or condition. We have become not only a metropolitan university, but a national university. There came before the trustees this morning to receive their degrees men and women from more than two hundred colleges and other institutions, from Scandinavia on the north to the universities of Australia and South America in the southern hemisphere.

What calls these pupils here? It is because of the catholicity of scholarship, the serious purpose, and the high practicality that Columbia has welded into its own spirit. We have made, in these one hundred and fifty-six years, out of the small beginnings of the founders, an institution of which any founder, could he have lived, might well be exceeding proud. It has not been the making of one man, of one set of men, or of one epoch. Into its long and splendid history there have gone sacrifices without number and services that we cannot attempt to measure; but the result is our university as we know and love it today, facing the future with eager face and unperturbed mind.

I value the chance that you give me each year to speak for a few moments on what has happened here on our Morningside Heights. This year the task is too great either for my powers or for any ordinary limits of time. You would have to remain unto the one hundred and fifty-seventh Commencement if I were to attempt to pass in full review the happenings and the work of the last twelve months. When the year opened it seemed to have no special characteristic of importance about it, an average year's work was to be done, and we hoped well done. But suddenly and almost without

warning there began to come problems, movements, policies, suggestions, affecting the institutional progress, until the year that has closed takes its place at the head of the list of those in which there have been happenings of far more than usual importance and interest.

In the first place, the year has witnessed benefactions to this University quite beyond a parallel in the history of education. If all parts of the University be taken into consideration, then we have received since Commencement last year notice of gifts and bequests that somewhat exceed five millions of dollars—an amount so stupendous and involving responsibilities so vast and offering opportunity so large that we may well be staggered at the sight. We have come, or shall come, by the great gift of Mr. Kennedy, into possession of a splendid addition to our endowment fund. We shall come, by the great gift of Mr. Crocker, into possession of a large fund for special research in medicine and surgery, primarily concerning the dread plague of cancer. We have come into possession of funds with which to begin work on the much-needed building for the departments of philosophy, philology, and literature. When you come back a year hence, that building will quite probably be completed and in full occupancy. We have been enabled to begin the purchase of a new site for the College of Physicians and Surgeons, with a view to approaching and attempting to solve the very large problems that concern the modern university in relation to the study and teaching of medicine. We have been enabled in a dozen different ways to strengthen our position, to increase the salaries of many teachers, to add to our teaching force, to improve our equipment, and generally to go forward more fully prepared for the heavy burdens which the corporation has to bear.

But what continually impresses us is the fact that so soon as one need appears to be met, twenty others spring up to take its place. It does not require a far-sighted imagination to see from day to day, week to week, month to month, problems for solution, public service to be rendered, fields of research and investigation to be entered upon, that simply compel us to assume responsibility for providing ways and means for beginning all of these great undertakings.

We might as well give up the task—for no one should ever undertake it—of attempting to say when Columbia's work is done. We might as well give up the task of attempting to say that we can ever reach the summit of our ambition and our pride. The glory of our task is that it *cannot* be finished. It is because it is alive, because it grows, because it is human, because it touches individual and public life at ten thousand points, that we never shall be done—and we never want to be done!

I spoke a moment ago of the problems concerning the study of medicine. On the whole, those are now the most serious tasks confronting the university. The study of medicine has been revolutionized in the twenty-five years last past, and the City of New York, with all its wealth, with all its learning, with all its resources of science and public spirit, is behind the times. It is our business to lead this great city up the hill of opportunity and to put New York with Vienna, Paris, and Berlin, in the front rank of the great communities of the world where public health, disease, and everything relating thereto can best be studied, and their prevention and cure developed. We must secure a university hospital, and we must rebuild the medical school on thoroughly modern lines. The cost will be stupendous, but it *must* be done.

A great deal of thought is now being given to this problem, and I very much hope that if we are to have the opportunity to assemble in this room twelve months hence, it may be possible for me to say that we have crossed the main bridge—a financial one—that separates us from our solution of that problem. But whether I can say that then or not, I do want to bear testimony in the most emphatic manner to the zeal, the devotion, the skill and the power of the medical faculty and their younger associates on the teaching staff. Not every member of the University has opportunity to see at first hand how the spirit of service and the spirit of investigation and research and of clinical development has taken hold of the great body of men who worthily wear the name of Columbia in the field of medicine and surgery.

Then let me say a word about the law school. Distinguished as that school has been for more than fifty years, it has never yet had a suitable place in which to carry on its work. It will not be until next autumn, when we open Kent Hall for the schools of law and political science, that the faculty of law, distinguished as they have been for so long, will find a home of their own and a suitable place in which to work and study. To those of you who think about the law school and what it means for our American civilization, for our political development, for our good order and safety and political sanity, to those of you who think and care about that, I want to say that we must make every possible effort within the next few months greatly to strengthen our law library and the provision for it. I want to get one hundred thousand dollars between this time and the twenty-ninth day of October, when we are going to open Kent Hall, for the law library. I shall propose that half of it be spent as speedily as possible in extending the library, and the other half be placed in an endowment fund, the income of which will serve to meet some of the most pressing wants from year to

year. We are not only going to have a library for the student, but we want a library for the scholar; for the spirit of research has taken root in this school, as it has taken root in all the other schools. We need this great library for the student and the investigator, and we hope to have it before long.

Speaking generally, every branch of our service has made progress during the year. It would not be interesting, perhaps, to go into too much detail, but each faculty has done something, and some faculties have done a great deal, because the opportunity before them has been considerable to carry forward the things we care most about. And then I must, in speaking of our progress, say at least a word about the fine spirit which is prevailing in the student body of the present day. It would warm the heart of the old graduate to come back into this room, as he might have come a few weeks ago at the first meeting of our College Forum, to find here nearly six hundred college undergraduates assembled in informal meeting with the faculty, to speak and talk about things of common interest, to sing together the very songs that you have been singing this afternoon and are going to sing tonight, and generally to weld together into one group, not separate, the scholars who teach and the scholars who learn. It was a fine and splendid sign.

That is only a beginning; we are only getting started, just feeling our way into these great human problems by which Columbia is surrounded on every hand. Human problems!—that word is used deliberately. They are foremost in the minds of all of us at this moment. After all there is only one problem in the College, and I don't believe that there is really more than that one in the University. It is the problem of human personality acting on personality after the fashion of what we may if we like call magnetism; a power which can touch and raise and stimulate every human being that comes within its range.

From the time when Samuel Johnson took his first little class of seven students into the vestry room of Trinity Church, down to today, these human personalities have been the strength and glory and inspiration of Columbia. I don't like to see the day come when great personalities feel that the burden of active service has become greater than they can bear. It is a serious matter to take out of the life of an institution like this two great personalities in one year; and I say to you that the retirement of Dean Van Amringe and of Professor Chandler is not a matter to call out applause and enthusiasm, or solely to be marked by the tribute of affection which you all so profoundly feel. It is rather an occasion to make us pause to know where their successors are going to come from.

I don't mean who is going to teach mathematics; I don't mean who is going to teach chemistry—those are two easy tasks. But to find men to take the place of two human beings who for fifty years have shaped academic generation after academic generation—that is a serious business. It is a serious problem which suggests itself to me as the time comes when these heroes and veterans ask to be promoted and to close the door of active service behind them. You know, and I know, how much this human relationship has counted for, and I say to you that, with all the great scholarship in this University, without limit to the pile of buildings, with any secure endowment that can be had, we shall be poor, wretched, and mean, unless we can find personalities like these to illuminate our daily life, to guide and stimulate the men who wear the Blue and White, and who bear Columbia's name.

After the luncheon the day was given over to less formal activities and sports participated in by the alumni who, in greater numbers and with greater enthusiasm than ever before, gathered on the grounds of the University. Many of the younger classes were present in costume with bands of music, and South Field presented a most animated appearance as these alumni marched around previous to the baseball game. The game, witnessed by the graduates and many ladies, resulted in a victory for Syracuse. A beautiful silver cup, offered by the decennial class for the class making the best showing in the costume parade, was won by the class of 1908, which appeared in convict's garb.

The ball game was followed by the presentation of the new launch "Nineteen Hundred" by the decennial class of 1900 at the Gould Boat House, the procession of costumed classes, headed by the Old Guard Band, marching from South Field to the water front. Melville H. Cane made the presentation in behalf of the class. He said:

Presentation of
Launch

Mr. Chairman, men of Columbia and friends—It is pleasant to

do honor to *alma mater*. Some make offerings of books and of buildings. Others, with equal devotion and wisdom, give money for the advancement of science. With the choice that other classes or individuals may make in the character of their gifts, we have no quarrel. To the class of 1900, however, still near at heart to the scenes and activities of undergraduate days, it has seemed most fitting to pay their tribute, as loyal alumni, directly to the students rather than to the corporation. And so it was with feelings of the warmest cooperation and deepest enthusiasm that this decennial committee met the committee of the class of '99 in its plan to build and fit out a great play-ground where manly sport might grow stronger and keener and, best of all, where those that took part both on the field and on the side lines might be welded the more closely together into a wholesome and powerful student democracy.

And when the fates decreed otherwise for us, we still held fast to our original idea of doing our mite for the human rather than the institutional side of Columbia. Driven from the land, it was but natural that we should seek refuge on the water. And so we stand here today, ready to turn over to you this sturdy and useful launch.

The history of rowing at Columbia whether in victory or in defeat has been a proud one. For nearly forty years her crews have been a glory to the light blue and white, from Saratoga Lake to the English Thames, from Lake Whitney to the Severn, from the Charles to the Hudson. And it is, perhaps, not unbecoming to mention in passing that the class of 1900 has played its small part in building up the honorable record. One need but refer to the roster of the crews from 1897 to 1900, and to the unselfish efforts of 1900 men as alumni to establish university rowing on a sound and enduring basis.

In turning over to your care this launch, we feel that we are entrusting her to loyal and competent hands. May it for many years to come ride the waters, a help to coaches and oarsmen in time of training. May the calls through the megaphone by the man in the prow ever be a spur to fair and generous sport. May it transmit, like a wireless station in midstream, the message of courage and hope from the observation train on the bank to the restless eight in the dancing shell at the stake-boat. And may it ever play a part creditable to Columbia and to the class that presents it.

And so, with hopes of high achievement and favoring augury for the future, on behalf of the class which I have the honor to represent, I leave this launch with you and name her "Nineteen Hundred."

The gift was accepted by Francis S. Bangs in behalf of the Columbia University Athletic Association, and a salute was fired by 1904 with its cannon. As a fitting close to the presentation exercises, the class sang "To stand by thee, Columbia," written by Erskine, '00, and Cane, '00.

The evening passed with a beefsteak dinner in the Commons for the alumni at large, and reunion dinners by a number of the classes, after which the alumni were entertained by a concert of the Old Guard band and by moving pictures provided by the class of 1900. During the entire day the Society of the Older Graduates, the Early Eighties, the Upper Eighties, the classes of '85 and 1900, and the more recent classes were much in evidence, all of them contributing to the day's enjoyment.

H. T. W.



SCHOOL OF HOUSEHOLD ARTS

Amy Whittemore

1910

THE SCHOOLS OF HOUSEHOLD AND INDUSTRIAL ARTS, TEACHERS COLLEGE

THE trustees of Teachers College during the past year, in response to the present practical trend in education, organized a division of technical education, to concern itself with the vocational aspects of public instruction, elementary and higher. Vocation and preparation for it are becoming a new focus of organization in school work. "What can you do," is asked of an individual at the close of his schooling, and "What do you prepare persons to do," is being asked of the schools. That this attitude will profoundly influence public education is evident.

A professional school for the preparation of teachers must not only meet new social demands such as this; if it be worthy of its name, it must give form to social demand, and lead in the new paths. Teachers College is attempting to meet this new responsibility by additional provision in its faculty and by a new alignment in its form of organization. In the new division of technical education of Teachers College, there are comprised the new schools of household arts and of industrial arts, the former of which continues in greatly amplified form the departments of domestic science, domestic art and domestic administration, while the latter is based on the department of manual training. Professor Frederick H. Sykes, formerly director of extension teaching, has been named as director of the division of technical education, and many new faculty appointments have been made.

The division of technical education is in no wise related to the technical schools of engineering and chemistry of the University; it is a division of its school of education, Teachers College, and the primary concerns of the new division are educational, not technical. Its fields of interest are the practical arts, industrial, commercial, domestic, agricultural and otherwise, which are or may become parts of the program of public education in elementary and high schools. As a matter of fact, however, proper regard for the edu-

cational problems involved demands not only educational courses in these technical subjects, but the presence, as well, of purely technical courses in the same subjects. There must be afforded opportunities for practice—real practice, and enough of it, to establish the technical foundations of the prospective vocational teacher. It is clear, therefore, that in order to meet its educational responsibility as regards these practical arts, Teachers College must establish technical courses, and technical schools, even, as well as provide adequate instruction in their educational aspects. These technical courses and technical schools must stand upon their own feet in self-respecting technical performance, else the education of teachers in these fields will fail. So these schools of household and of industrial arts, while a division of a professional school of education, must maintain technical instruction of high merit. Sound technical training must preface preparation for technical teaching.

THE SCHOOL OF HOUSEHOLD ARTS

Historically, household arts might be called the oldest department of Teachers College, for Teachers College had its rise in a philanthropic movement to establish classes in the household arts in the tenement sections of New York City in the early eighties. It is a striking development that a philanthropic movement to establish simple instruction for the benefit of the home should within three decades have resulted in a university professional school of education, as the latest division of which appears a technical school of the household arts with an equipment of a fully furnished laboratory and studio building costing over half a million dollars.

The household arts building, which was first occupied during the past college year, is itself an index of the purpose and scope of the school which it shelters. It represents a complete equipment for instruction and research in the household arts and sciences. The building is 160 x 60 feet in ground area, and its working stories contain about one hundred rooms with a floor space of over an acre. The basement, which is quite above ground, gives space for a general laboratory and for a laundry laboratory, each about 28 x 40 feet. The latter is equipped with fixed tubs, ironing tables and other



COOKING LABORATORY

SCHOOL OF HOUSEHOLD ARTS — TEACHERS COLLEGE

necessary apparatus for hand laundry work ; here, also, is the typical apparatus of a power laundry, including the wash-wheel, extractor, mangle, and steam-drying room. This room makes possible instruction in domestic laundering and also in the conduct of institutional laundries as they exist in hospitals, dormitories and other large households. The first floor is devoted to the administrative staff of the School and to professorial offices. It also provides a spacious reading-room and study-hall for students, and two large lecture rooms, each with a seating capacity of one hundred and arranged to be thrown together at will. The reading-room has display cases for illustrative material and commodious storage for reserve collections, and contains the household and industrial arts library, a special collection which will in time embrace several thousand volumes, relating to the technical and educational aspects of household and industrial arts. In addition, there are special pamphlet collections, consisting of catalogues and courses of study, government reports and periodicals, as well as other printed materials bearing on the same subjects. These three large rooms can be thrown together by means of movable partitions, so that for purposes of exhibitions or large gatherings, a space of 150 x 30 feet can be made available.

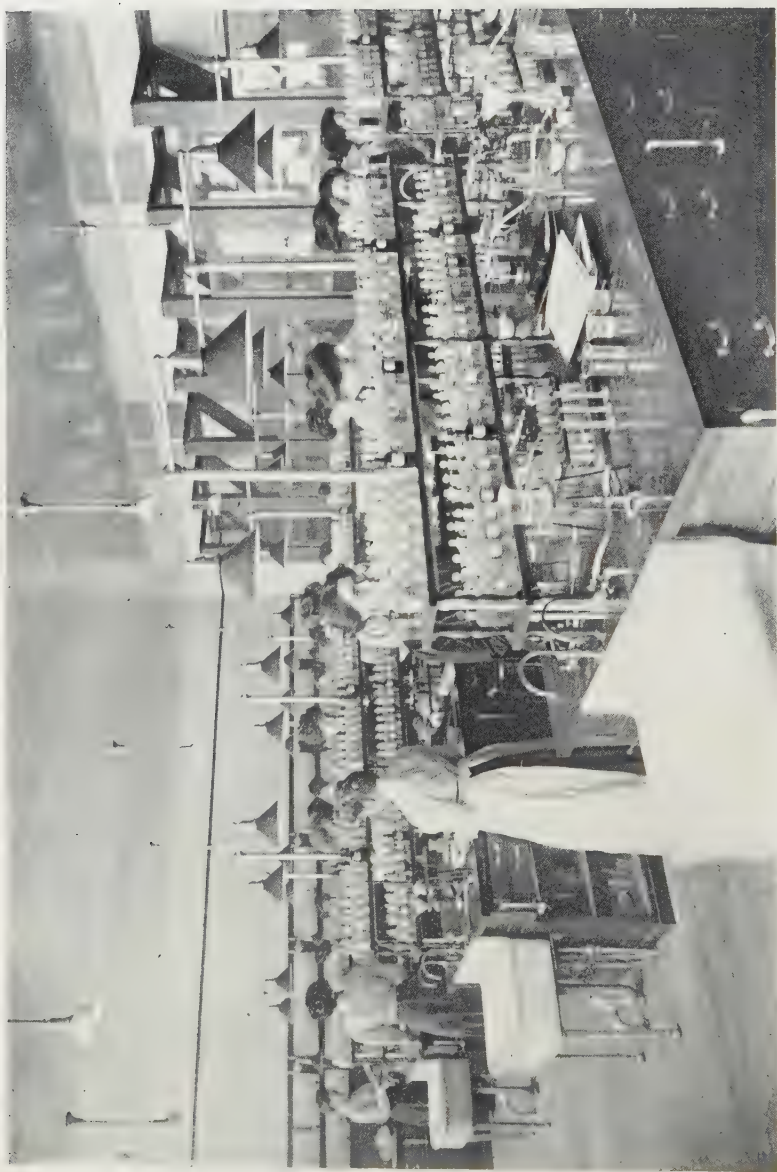
The department of foods and cookery occupies the entire second floor, which furnishes three main cooking laboratories each accommodating thirty students, the desk equipment varying in each laboratory according to its purpose, that is, whether it is intended for beginners or for advanced students. A fourth laboratory, for class exercises in institutional cookery or large quantity cooking, is provided at the end of these laboratories, with typical hotel kitchen equipment, including a refrigerator and all necessary apparatus for cooking and serving. Adjoining this room is the table service laboratory, a room providing space for exercises in table setting and in the service of meals on both domestic and institutional levels. In these rooms, during the past half-year, to mention a typical piece of teaching, an advanced class prepared and served a luncheon, one day weekly, to some thirty or forty persons. Another laboratory is equipped for experiments and problem work in cookery.

The department of textiles and clothing occupies the third floor,

with four large laboratories for instruction in garment-making, dress-making and millinery. These rooms are arranged so that they can be combined by doors into two large laboratories. The departments of household chemistry, physiological chemistry, and nutrition are quartered on the fourth floor, where three large laboratories, which accommodate thirty students each, are provided. There are also advanced laboratories in household chemistry and physiological chemistry, and on the floor above, there is a research laboratory for advanced students in nutrition, providing all necessary equipment for investigations in human and animal nutrition.

On the fifth floor are also to be found four studios for household art and textile instruction, and a demonstration, or model apartment, for teaching purposes. The demonstration apartment adjoins the nutrition research laboratory, so that during research work, it will be possible to have the subjects live in the apartment under experimental conditions. The appointments for household art referred to include two large studios for elementary and advanced instruction in household art, designing, house decoration, and costume design, and also a smaller studio for advanced and graduate students. The textile laboratory provides unique equipment for chemical and microscopic studies of textile fibers and fabrics, apparatus for instruction and experimental work in dyeing, and other equipment necessary for the development of instruction intended to educate the purchaser of textiles. The model apartment is used for problems in house decoration and for practice in housewifery, house nursing and other practical subjects. The tower of the building rises two stories above the fifth floor, making possible the provision of additional small rooms. Access is provided by elevator to the roof garden, an open area of 100x25 feet, with a canopy. This utilization of roof area has in it much of promise, as ground space becomes increasingly unavailable.

The school of household arts, as a section of Teachers College, is primarily concerned with the preparation of teachers of the household arts in elementary and secondary schools and with the equipping of normal school teachers, supervising teachers, and instructors for colleges and other advanced divisions of the same field. The instruction in the household arts in public schools has followed



PHYSIOLOGICAL LABORATORY
SCHOOL OF HOUSEHOLD ARTS — TEACHERS COLLEGE

a more or less distinct division into the two fields of applied art and applied science as related to the household. So one finds teachers of "domestic science" and "domestic art," so-called, in the elementary and high schools. The courses for training teachers in the school of household arts recognize the distinction, and the preparation for teachers leads to two distinct diplomas, that in teaching domestic science and that in teaching domestic art. The former prepares for teaching the applications of science in the household, in matters of food and nutrition, cleaning, laundering, sanitation and management; the latter prepares for teaching in the field of art applied to the home, especially in dressmaking, millinery, furnishings, design and decoration. In both science and art, advanced diplomas in the supervision of instruction are offered to persons who hold the fundamental diploma. To such persons responsible positions in the direction of household arts instruction in normal schools, as well as in the larger school systems are open. Still more advanced teaching positions are found in many colleges and universities, their number being rapidly on the increase.

The preparation of teachers is only one function of the school, however. In the field of household management, especially in the administration of large institutional households, where skill and training on the part of executive officers will result in actual money economies, often on a large scale, the technical courses in household science are finding another practical outlet. To the school during the past year have come probably two score requests for graduates competent to assume the direction of college and school dormitories, asylums, orphanages, and other institutional households, as house director, or to serve in the more limited field of dining-room and lunch-room management, as institutional dietitian, or director of the institutional commissariat. Other non-teaching positions are those of visiting dietitian and visiting housekeeper in settlement work; of buyer or purveyor, a distinct position in larger institutions; and of laundry supervisor, a position which has long been recognized in hospitals and bids fair now to become of importance in dormitories and other large households. Competent women will also gradually be drawn into related commercial undertakings. Business opportunities, indeed, await women in all these lines, as is illustrated

in the chain of lunch-rooms in the banks, department stores, and factories of Rochester, New York, the remarkable "laboratory kitchens" restaurants in Boston, and the Sunshine Laundry in Brookline, all conducted by trained women. The private home itself will, in its management, yield a large place to science and training. In addition to its two hundred and fifty resident students, the school of household arts last year gave instruction to some four hundred young women who came from private homes in New York and its vicinity and who took back into them special training in nutrition and food, in design, decoration, and needle-crafts, and in the comprehensive art of management. In the home, in the larger institutional household, and in promising commercial fields related to the household, women who have received training in household science are demonstrating its value, not only for economy and efficiency, but for personal happiness and for community well-being. Another promising field of training which is being offered by the school is that of house decoration or interior decoration. In these non-teaching fields three diploma curricula have been organized: one in general household administration, one in the specialized field of dietetics, and one in house decoration. Each of these is a two-years course, and in the decoration course additional practical work with decorators is required before the diploma is conferred. Practical experience indeed is important as an element in all this training, and apprentice work in some form will be provided professional students in the Whittier Hall dormitory, or elsewhere under similar conditions, so that the student can find herself in actual field work before undertaking a responsible position.

One of the most significant parts of the school of household arts is the department of nursing and health, which is a development of the department of hospital economics, so called. The hospital is historically an outgrowth of the care of the sick in the private home; it seems fitting, therefore, that this unique graduate school for nurses in hospital administration and in nurses education should be a part of a school of household arts. Established at Teachers College in 1900 as a single course in hospital economy at the instance and under the support of the Society of Superintendents of Training Schools for Nurses, it has during the past year received an



MAIN BUILDING

HOUSEHOLD ARTS BUILDING

TEACHERS COLLEGE

Mrs. Louise C. Halsey

1910

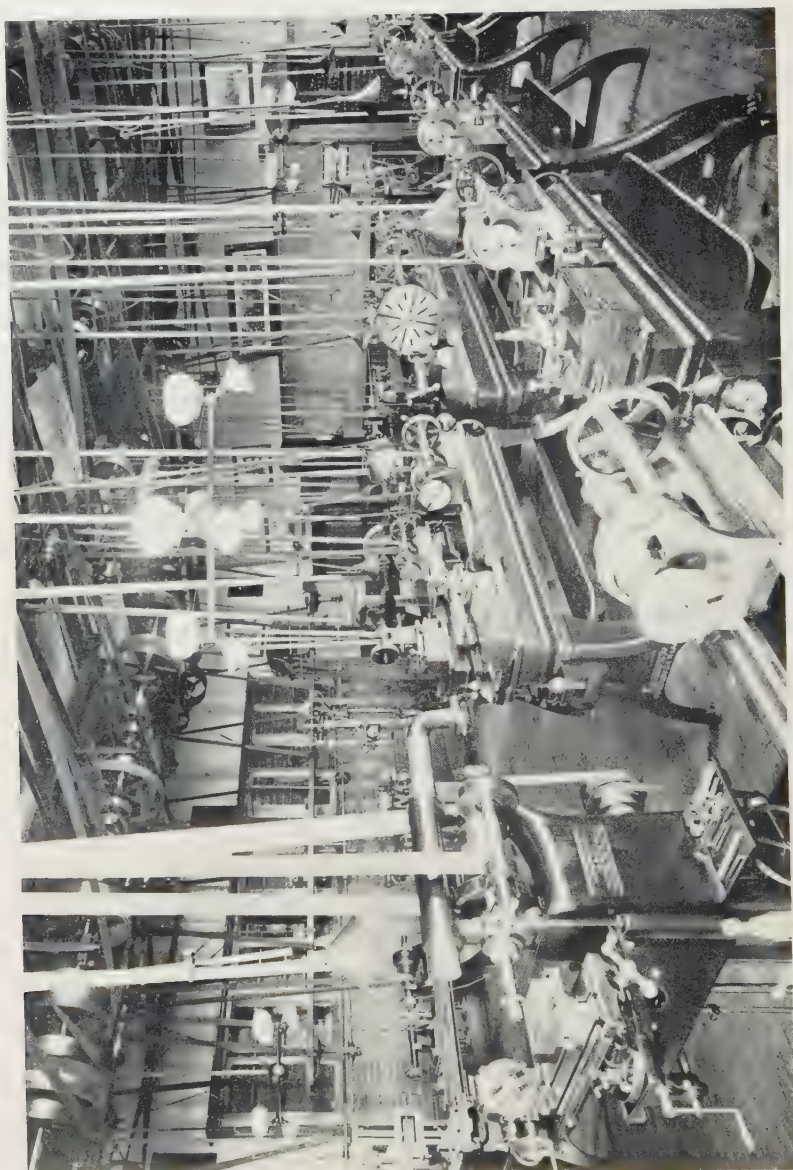
endowment through the generosity of Mrs. Helen Hartley Jenkins. This endowment provides especially for a group of courses in visiting nursing and health protection, into which graduate nurses and other persons will be received in preparation for public service as visiting nurses and teachers of home hygiene in city and rural districts, as board of health assistants, inspectors of tenements and markets, supervisors of milk stations, welfare workers, and in other fields, social or municipal, concerned with health protection and betterment. At the same time the department of nursing and health offers a two-year and a one-year curriculum in nurses education in preparation for hospital administration, and for teaching in nurses training schools; and also a one-year preparatory course for persons planning to enter nurses training schools.

The school of household arts at Teachers College is a new creation in women's education and a type which seems bound to be repeated in all American universities where there are women students. In brief, it is a professional school for women in the fields of service essentially their own, parallel to the professional schools of law, medicine and engineering, which may be regarded as primarily for men. Such professional schools for women are the outcome of a long educational movement. In 1820, Emma Willard urged the need of domestic education for women based on science; in 1840, Catharine Beecher and Harriet Beecher again voiced the need, and produced a treatise on "Domestic economy" which has still decided merit; the land-grant colleges in the sixties developed advanced education for men in fields of practical service, and, as this took form, in the seventies provided the first university departments of household science, at the state colleges of Illinois, Iowa, and Kansas; these departments increased rapidly in the decade from 1890 to 1900, and by the latter year there were thirty in the state institutions of the country. The recent development is perhaps even more remarkable. Toronto University is soon to dedicate a three hundred thousand dollar household science laboratory; Cornell is about to break ground for a home economics building which may cost as much; and three other similar buildings west of the Mississippi have been dedicated during the past year. The women's colleges of the east, which have been busy securing for women the

collegiate education that men have enjoyed, have not yet participated in this movement to provide *professional* education for women comparable to that of men. Two of the smaller of these institutions are, however, considering the step, and either in the form of elective courses, or of a new college course or a graduate school, some provision for vocational training in woman's peculiar field seems a promise of the near future even in the conservative women's colleges of the east. The school of household arts at Teachers College, therefore, in addition to preparing teachers and other professional workers in its special field, may be leading the way in the professional education of women to an extent not at first evident.

THE SCHOOL OF INDUSTRIAL ARTS

The school of industrial arts continues in an elaborated form the department of manual training of Teachers College, which itself goes back to the beginning of the College. Although the College had its rise in a Kitchen Garden Association, which promoted philanthropic classes in the household arts, this association was soon enlarged into an Industrial Education Association, which promoted the whole manual training movement, industrial as well as domestic. In due time this latter association found it necessary to establish a college as the only method of providing teachers who would understand the principles of the new education. In the score or more of years while manual training has been securing general adoption in the schools, the theory supporting its place in the curriculum has been transformed. At first, manual training was needed "to train hand as well as brain"; the content of the manual lessons was a matter of small concern, the important thing was to have in the school "the manual as well as the mental." More recently the content of manual instruction has come to be regarded as all important, or rather society has come to demand an education which will fit persons for actual tasks, among others, industrial tasks. Accordingly, courses in industrial arts with specific vocational aims have been demanded. The change within Teachers College from a department of manual training to a school of industrial arts is therefore an incident in a country-wide change of front in educational



MACHINE SHOP

MACY MANUAL ARTS BUILDING — TEACHERS COLLEGE

organization. The school of industrial arts is designed to fit persons to teach the industries; and since persons who so teach must know their particular industry as well as know how to teach it, the school must perforce be a technical school, as well as a department in a school of education.

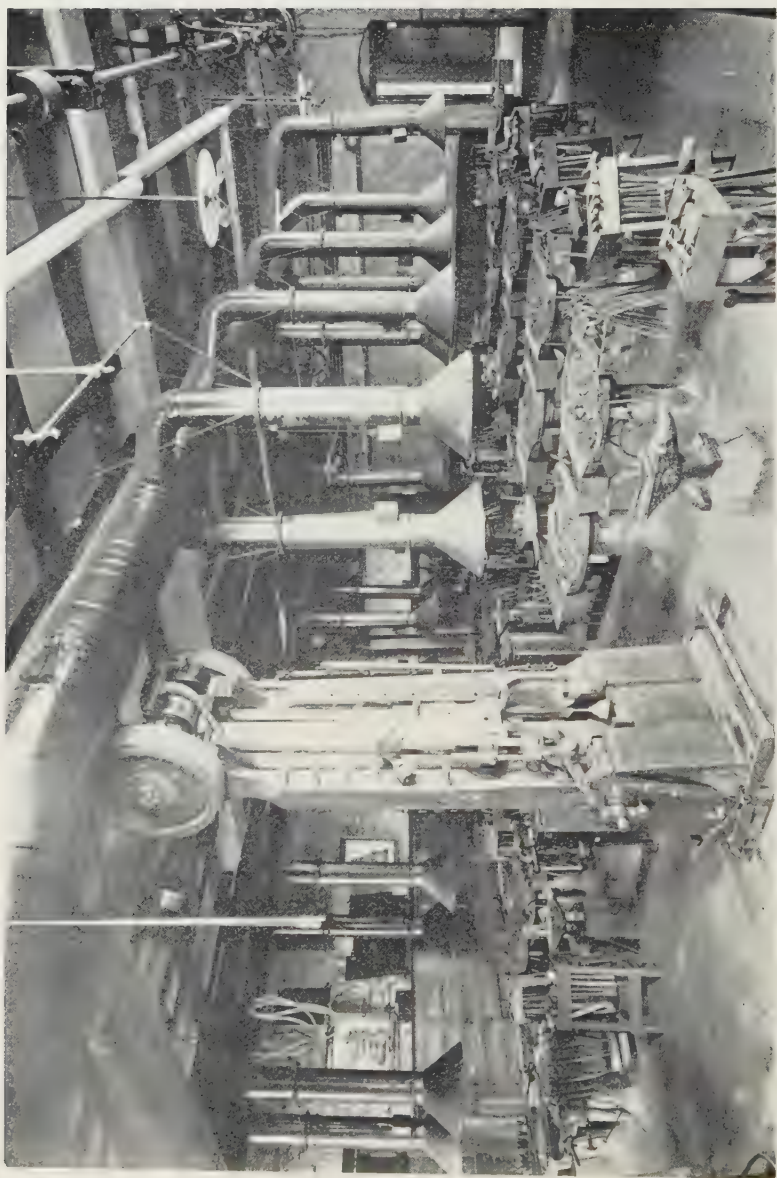
The instruction in the school of industrial arts is devoted to the technique of fundamental processes in industries and commerce and the study and practice of the educational method of these subjects. The technical courses offered, therefore, fall into natural groups, according to the nature of the processes. In drawing and design, considered in their industrial aspects, there are some ten courses offered, including mechanical drawing, design, machine design, furniture design, lettering and other applications. Ten courses also are offered in industrial mathematics; among others, there are courses in commercial arithmetic and shop arithmetic, which are typical of the present-day tendency to specialize highly in the applications of mathematics in practical fields. So, for example, in the new School of Salesmanship in Boston, a trade school for clerks recently added to the public schools, one finds a course in "sales arithmetic," a subdivision of commercial arithmetic highly elaborated. Four groups of courses in the school of industrial arts treat respectively of fundamental processes in woodworking, metal working, clay working, and paper working, and in each case the instruction treats of materials, tools, processes, and artistic and economic considerations, and provides especially for shop practice to establish principles and develop skill. One group of courses treats of the various industries: there is an introductory course on "typical modern industries," giving a survey of the evolution of industry and of its present-day forms, and specialized courses are devoted to chemical, electrical, and certain other industries. Modern commercial interests are represented by a block of courses on business organization, accounting, stenography, money and banking, commercial law and other topics.

To such a scheme of technical courses in the industrial and commercial fields, there is added a group of courses on the educational aspects of the same subjects. One course is devoted to the teaching of industrial arts in elementary schools and is concerned with the problem of a modified elementary school which shall continue to

furnish a fundamental training for citizenship, but in which the vocational aspect of life and economic considerations shall find a place along with literary and scientific subjects. Another educational course is devoted to the theory and practice of teaching industrial arts in secondary and trade schools. Here the vocational tendency must find fuller expression, since it is in the secondary schools that specialized courses and special schools to fit for definite pursuits belong.

The school of industrial arts, in addition to its schedule of technical and educational courses for college students, maintains a large group of evening technical classes, which are designed to be of service to young mechanics anxious to advance themselves in their callings. More especially, however, they are planned to enlist the interest of mechanics and prepare them to become teachers of the trades. The new trade-schools are asking, and rightly so, for teachers who are already experienced journeymen. The evening courses in industrial arts are intended to prepare such persons for teaching positions, and a special curriculum and diploma for this type of worker is offered by the school. The courses in the school of industrial arts, some fifty-six in number and requiring an instructing staff of thirty-one persons, are grouped systematically into three curricula leading to as many distinct diplomas: teaching of industrial arts in elementary schools, teaching in secondary schools, and supervision of industrial arts. The graduates go into elementary and secondary school positions, and also into normal, trade and technical schools. The school attracts, too, some students interested in the technical subjects for their own sake, especially craft workers who wish training in design and in the technique of working in wood, metal, clay and other materials. The principal function of the school must be, however, the preparation of teachers for the various types of industrial schools which are being organized in response to the demand that universal vocational training be provided.

The school of industrial arts is housed in the Macy Manual Arts building, especially designed for its purpose, which with its equipment represents an investment of over a quarter-million dollars. It includes rooms for drafting and designing, and a complete system



FORGE SHOP
MACY MANUAL ARTS BUILDING — TEACHERS COLLEGE

of shops for wood-turning and wood-working, for foundry, forge and metal working, and for wood-carving and art metal work. The upper floor of the Macy Building provides three large studios for the fine arts department. On the first floor are the executive offices of the division of technical education.

Upon this division of technical education, it may be said in conclusion, rests the responsibility for Columbia's contribution to one of the most pressing educational problems of today, namely the re-organization of elementary and secondary schools to fit our youth to earn a livelihood in all the specialized lines of commerce, industry, agriculture, and domestic life. The solution will come through a program of vocational curricula in our present schools, and particularly by the establishment of specialized vocational education, in continuation schools, and in industrial, commercial, household and trade schools of all types. The creation at Teachers College of the new schools of household and of industrial arts is an earnest that Columbia is giving serious attention to the problem.

BENJAMIN R. ANDREWS

A THEORY OF SPIRITUAL PROGRESS*

HOW curious it is that those makers of myths who wrote the story of the genesis of life upon this earth set down light as the first created thing. Science has learned little more than this. The ceaseless flow and ebb of life upon the planet, is from light and air and earth and water and grass and animals to man, there in man to glow for a time as a divine light, and then to pass back broken and spent to light and earth and air and water and grass, again to resume the upward flow from light to light. From inorganic matter to organic, from organic matter to consciousness, from consciousness to aspiration, from aspiration to endeavor, from endeavor to a tale that is told, "dust to dust, ashes to ashes"—so go the interchanging cycle. And all the wise men in the world are watching the journey of that mysterious thing called life, as it grows from chlorophyl into history. They are trying to find out what life is.

But life has eluded microscopes, crucibles, test tubes and scales. Scientists seek to corner life in chromosomes, centrosomes and cytoplasm, but life recedes further into the ether. Then they tell us that matter, inorganic and organic, is only ether in its various forms of motion, and that "ether is the realest thing in the world." But if we ask what is this ether that moves to make life, the wise men may only answer with the children

Whither she goes
And whither she blows—
Nobody knows.

Two things only will scientists vouchsafe: First that life is, and second that it seems to have direction. It is outward bound, but to an unknown port. In closing a review of the growth of the theory of evolution—a review which the world's scientific press has praised with enthusiasm—an American scientist, Vernon L. Kellogg, says:

But an automatic modifying principle which results in determinate or purposive change—that is, in the change needed as an in-

* Address delivered at the annual meeting of the Phi Beta Kappa Society, Earl Hall, May 31, 1910.

dispensable basis for the upbuilding of the great fabric of species diversity and descent; is not that the very thing provided for by the simple or mechanical impossibility of perfect identity between process and environment in the case of one individual, and process and environment in the case of another. But I do not know. Nor in the present state of our knowledge does any one know, nor will any one know until we find out. We are ignorant—terribly, immensely ignorant. And our work is to learn.

The Hebrew poet came to the same conclusion thousands of years ago when he asked: "Who by searching shall find out God?"

And yet the further we go into life, whether in the laboratory or in the street, the surer we are of the working of what the scientist calls the "determinate or purposive change" and what the psalmist calls the "way of the Lord." Between the light where-with the chlorophyl is made and the light that never was on land or sea, the light of human aspiration, there thrills a divine purpose, moving the tide of life from light to light. "Deep calleth unto deep," and the world problem is to understand the call. What is this puzzling complexus of human relations? Is there a golden thread of tangible workable faith running through the snarled scale of human existence? Doth Job fear God for nought? Surely if a "determinate or purposive change" is needed "as an indispensable basis for the upbuilding of the great fabric of species diversity and descent," it is needed here and now to explain human evolution; to clarify the final form of the first created light that comes down to us from that mute dark age when "the spirit of God moved upon the face of the waters." For here and now we find the divine light in man. The upward growth of mankind is hardly disputed. Every link in the chain from the savage to the philanthropist is present. There are no breaks, no gaps. Changing habits of life have changed our morals. Customs grow stale and new ones replace them. And with our changing habits of life many cruel customs have dropped away; kindly habits have replaced them. Our institutions are continually sloughing off cruelties. Human sacrifice has gone; the torture chamber has gone; the stake has gone; the pillory has gone; the death penalty is going; child imprisonment is going. Starving through inequities of distribution

of the common wealth of the nations is ready to start on its journey to the junk pile with the rack and the stake and the pillory. Inventions make life easier for man; and hardships in the social system degenerate, atrophy, fall lower and lower in the social scale and finally disappear. The common ways of the common people in civilization are thus made easier than the ways of life in savagery. Through inventions and their use we see in humanity the "way of the Lord," the "determinate or purposive change" that is building up the "great fabric of species diversity and descent" in humanity.

Whether the inheritance of progress comes to humanity through variation of the social body or through modification of the individual is not important. Indeed, it is not important to question whether or not the inheritance is passed to the individual at all. For it is certain that the inheritance is seen in the modification of the vast social body of civilization. Progress to some upward ideal of living among men is the surest fact of history. It is more definite than dates or battles or epochs or eras or forms of government. Everything else but the growth of human habits toward a more perfect art of living is of secondary importance in history. For men were strong when they held slaves; they wrote wise saws when they made human sacrifices. There was culture even in Corinth and Sodom, and men were orderly under the government of Rome. They were industrious in the days of the inquisition, and were pious when they burned witches. Yet until men began to be kind, civilization was shifting and uncertain. And only as brotherhood and good will are in the foundation of modern civilization will it endure. Just now the civilized world is trying to establish democracy. It seems to express the yearnings of the race for the elusive ideal of the art of life. Democracy's exponents say that it is altruism trying to state itself in the social equation. If they are right, democracy will endure. Otherwise men will make short shift of democracy as they have made short shift of theocracy, autocracy and anarchy.

For if there is a golden thread of faith shot through the maze of life, it is faith that the "determinate or purposive" change moving in men,—*"the way of the Lord,"*—is moving toward a social order wherein men may express their goodwill toward one another at

less material sacrifice than they expend in expressing good will as things are now. For only one thing has persisted through the changing of political forms during the passing centuries. That is the tendency of men to be kind to one another in their primary relations. The "determinate or purposive change" needed as "an indispensable basis for upbuilding the great fabric" of human society, is the gradually widening good will among men—from the good will of the family to that of the tribe, from that to the clan, from that to the state, from that to the nation. This widening good will follows the world's great inventions. When a neighbor becomes a brother, much is accomplished in the social system. When a fellow citizen becomes a brother, more is accomplished. When a compatriot becomes a brother, the world's work is getting on, and when race lines are obliterated and humanity becomes a brotherhood, the millennium is here.

Thus it may be reasonably asserted that the impelling current in the tide of human customs and habits now moving human affairs is kindness of men to men. Our modern civilization is not measured by its commerce, not by its politics, not by its religion, not by its literature. These are by-products of our habits of good will. Modern commerce is vast, because on the whole it is honest. Governments are strong, because they are based so largely upon common consent and so little upon force. Religion is useful only as it teaches habits of kindness, and modern literature is permanent only as it impresses altruistic ideas definitely upon the masses. If the realest thing in the material world is ether, perhaps the realest thing in the spiritual world is the habit of kindness. It may be that the simile will go further. They say that all the material manifestations in the world, the earth, the waters of the earth, the sky above, the lightning, the whirlwind, the trees, the grass, those bodies of ours and the "many inventions" of men, are merely forms of motion in the ether. May it not be true that all that is worthy and permanent in our human relations, whether in the home or in the state, is but the spirit of kindness, urging us forward to some perfection in the art of life to an undreamed of ideal in our human relations. The physical cycle from light and water and earth and air through organized vegetable masses reduced for combustion in

animals to be returned to light and water and earth and air again—that is a narrow cycle. May there not be a broader cycle? Where light and water and earth and air in their ceaseless round upon this globe become transmuted into human aspirations, when this corruption puts on incorruption, has not a larger cycle begun? May not the cycle of the ether widen as it joins the cycle of the spirit? The one revolves as the earth upon its axis and moves forward in a cycle of material evolution. Is there not also an ellipse outside of the narrow material cycle whose first curves men are just beginning to discern—a spiritual ellipse that will have its turning in some unknown eternity that we may not fathom even in our dreams?

Such questions must remain purely speculative. For after all the world is not a chocolate éclair; there is meanness in it; there is injustice in it and inhumanity in it. The training that comes to the race as it combats meanness and goes through injustice, encounters inhumanity, is necessary training. The selfish forces of life have their place in life. War has played its part in evolution, it has taught us much, so has pestilence, so has famine, so has lust, so has hunger. "There must needs be offenses: but woe to him through whom offenses come." And millions of men and women in this part of the world which we call civilized, are bound so closely to the rack of harsh experience that they can not see the essential nobility of their own lives—lives that in dull anguish and misery still find room for a thousand daily kindnesses; lives that still are filled, even the most sordid of these lives, with sacrifices and with loyalty to unworthy causes. And this sacrificial loyalty is the fruit of a greater faith than their lips or hearts could confess. God knows these lives are hard and bitter, God knows that the world is full of such lives. Yet God knows also that from the grimy, sodden lives of the millions helping their kind in instinctive folk charity, springs the seed of human progress. Therein lies much of our ultimate hope of whatever millenium may come.

But for all that there is a practical side to whatever spiritual truth we may find. For as modern civilized society is organized, at least two fundamental spiritual facts are obvious: First, that the current of modern progress in the various organized activities of men, is impelled more largely than ever before by good will; and,

secondly, that so far as the individual man is kind he is happy, even if he be not materially prosperous. Consider the first proposition, that in public activities men are largely impelled by motives of good will. Is not the whole tendency of modern politics toward helping the man up from below? What are public schools but aids to the prostrate to rise? What is universal suffrage but an endeavor to arm the weak against the aggressions of the strong? What are all these attempts to purify our modern politics, to purge the parties by direct nominations, to establish the referendum in cities, to abolish corporate campaign contributions, to give the people the right to recall upon public officers and the right to initiate legislation? To be sure they are the weapons of modern democracy. Certainly they are found not merely in America but all over civilization. But fundamentally and chiefly they are instruments which the advocates of democracy believe will lift the weak man into a better heritage than he enjoys. What is this movement for old age pensions, for workingmen's compensation laws, for employers' liability laws, for welfare work in the great industries, profit sharing, workingmen's clubs, labor unions, institutional churches, parks and playgrounds, free libraries and factory sanitation, but a part of the large tendency of the strong men to make brothers of the weak that they may grow in strength and wisdom? The public activities of men along altruistic lines cover lodges, associations, covenants, orders, organizations—as many as the sands of the sea. And so generally has good will monopolized the parliamentary form, that men meeting for purely selfish ends today have to make their meetings secret and hide their purposes.

Consider the second proposition, that man as an individual is happy only as he is kind. Of course it is impossible to say just what man is happy and what man is unhappy. But approval of one's kind is probably one of the things that makes for happiness. Who is surer of public approval than the generous adversary, the chivalrous foe, the kindly competitor? Is the rich man always praised? Does he not often drain a bitter cup? Is the powerful man sure of public acclaim in his mean use of power? Is the proud man encouraged in his pride? Is the brilliant man's achievement always sure of public approbation? It pays to be decent, is a

proverb of the people. That means only that the spiritual is dominant in a material world. The man who is ever looking for the main chance is the final loser of the game. Greed poisons itself and dies. The plutocrat is pulling against the current. Great wealth in and of itself today often is regarded by society as a handicap to a man or an institution. The good that money will do is limited. The good that a man may do is limited only by his talents. Perhaps Mr. Roosevelt is wrong in some of his tenets. But right or wrong he has inspired more men to righteousness in public life than a millionaire could call forth with all the millions of Wall street. And all the king's horses and all the king's men can not put America back to the lower ideals of the last century. The gain is permanent. And the man who has promoted the progress of his country is manifestly exultant and happy, while those who have devoted their lives to games of greed before all the world are seeking happiness in mere pleasure and "dig for it more than for hid treasures." Wherever we look in this world with clear eyes, whether we see great movements or great men, we find the cycle of the spiritual enfolding the cycle of the material.

We may as well make up our minds that to all good intents and for all high purposes this is not a material world. Who ever would achieve any worthy thing must found it upon the common law of kindness known as righteousness. The world's greatest goods are not set in the ether. Its most permanent rewards are not material. We are all working in clay and it is our duty to work well, but our pay should be such stuff as dreams are made of. The fool is he who works in clay and takes his pay in clay, for "the fool said in his heart, there is no God." The material cycle from light and earth and air and water through grass and beasts back to the elements, is a vain unmeaning repetition. The greater cycle is an eternal journey. In life man has his choice between the treadmill of the eternal grind, or the path of the eternal journey. It is his only choice in all the scheme of things. For on his choice he builds his character; from his character and not from his environment will come his happiness. In the eternal grind man may pile dollars on dollars by the million. He may generate great material power; he may have glory, or in the same grind he may work long

lonesome hours upon poor pay. It is all the same. The pleasures that come as rewards for material success—the pleasures that come for cash—are apples of Sodom. The poor selfish man is as well paid without them as the rich selfish man is paid with them. Pleasure is not happiness. Nor is poverty misery. Happiness is usefulness; meanness is waste, and misery is the result of character, not of environment. No man ever succeeded in a large sense in working for himself. Only until a man has got out of himself, until his effort is for others, until, in short, he is out of the eternal grind and in the wider cycle of kindness, may a man really achieve. For it is folly to pull against the current—spending strength to no end. Either the fool is right or he is wrong. Either there is a God or there is not. If there is not, whence this “determinate or purposive change” toward higher things in nature and in man; if there is a God, we cannot fool him. So why treat him as a confederate in our crimes? Why should we expect material reward for spiritual service? Why envy material success? Why lose faith because the wicked seem to prosper? Why should not those who seek material rewards by selfish methods get them? There is nothing to hinder them. It is none of God’s business. They are out of his world. Why do the wicked prosper, asked Job in rebellion. They do not. They get things and the things oppress them. Things curse them. Things corrupt their children. Things drive away their friends. Things keep them awake nights. Things make men cowards, and cheat and bend them to unholy tasks. It is the crown of follies to believe that the wicked prosper. For the world of the spirit has its own laws. And these laws do not run counter to gravitation and cohesion and the centripetal forces. Men of flabby faith are jealous of other men with goods and chattels. These jealous men desire material rewards for spiritual services and curse God, longing for fleshpots. Then is not their covetousness their punishment? Indeed, is not all sin its own penalty? Does not greed and lust and meanness shrivel the soul so that it may not enjoy the marvelous spectacle of life passing before us? Thus the greedy man may gain the world and lose his own soul. He must lose his own soul if he gains the world, for he moves in the cycle of the ether, and cannot travel in the larger cycle. But

nevertheless he may gain the world. There is no law physical or spiritual against that. He may excite his senses. He may have pleasure. There is no law against that. He may cauterize his spirit and escape sorrow. There is no law against that. He may dodge the penalties of the physical world. That is not impossible. All thieves are not caught. But all are punished. The senses grow dull. Pleasure vanishes. Pleasure is at best a counterfeit of happiness. It buys nothing in the end, and those who traffic in counterfeits are outlawed from the higher law. That is their penalty. And who ever would add more fire to hell for them, than they have, needs it for himself.

But in the outer cycle the world's work goes on. Mothers bear and rear their young; men help their brothers. In the great workshops and offices, in the streets, on the farms, in grand houses and in humble dwellings men are working for the joy of achievement, working because the day's work must be done, working in pain and in anguish and still in the joy of service. Theirs is not the material world; theirs is not the material reward. For them what though the scales do not balance, and their social service find an inadequate material return. What though they are underpaid in money—the certificate of title for social service. God is paying them in the joy of service and society may keep the change and choke on it. Is the mother's rocker on a meter, that society must pay her? Neither is the brother's hand to be weighed in the market basket. The clock watcher is paid in terms of time; the worker for good will is paid in terms of eternity. And yet through some inexorable law whose workings we may not understand there seems to be a reckoning for society. The social organization that cheats the individual pays toll on its journey—or perishes. The trash-heaps of history are piled high with nations that were cruel and unfair to those who did the rough hard work of their times without fair return. The land that cheats the workers cheats itself. Indeed and in truth does righteousness exalt a nation. And the temple made of bricks without straw shall fall upon the heads of the worshipers. That is the law for nations; yet the law for individuals remains unchanged. If nations cheat men, the nations fail; if men refuse to work because society cheats them, then men fail. The work of

the world that has moved the world has been done in good will for the love of it, without haggling at the price. The patriot's zeal, the soldier's courage, the mother's love, the father's watchfulness, the shepherd's care, the neighbor's kindness—take these from the world, and it becomes a pit of beasts at Ephesus! But men will say we do not live in primitive times; we have great things to do. But no great achievement ever came without great vision, and great vision does not come for money or power or fame. No work is so great that it needs be done in meanness. Would you dig your isthmian ditch, build your college, lay your railroad, proclaim your God, put up your sky-scraper, frame your law, promote your administration? Then keep it in the outer cycle—in the world of the spirit. Have faith in it; consecrate it with love of humanity and men will come to help from the ends of the earth with material things to make your dream come true. Nothing is so cheap as stone and iron and leg-service. Given a vision that the world needs—a canal across Panama, a plan for fundamental democracy, or a scheme for conserving natural resources—and by some strange law of spiritual gravitation, stone and iron and wood and arms and heads and legs fly to it and the vision is realized. Reformers often lack faith. They repine for money. If Christ had waited until he could earn money by miracles to hire missionaries, where would Christianity be? The plan of salvation needed no financial basis to establish it. It needed a crucifixion. Most reform needs something like that more than money. The reformer must be a crusader. Reforms are not to be had by trading and bickering and swapping material things. The only coin that will buy human progress is human sacrifice.

The spiritual world is no place for the dabbler. Louis XVI without heart or bowels lived at Versailles in the material world; and when his head rolled in the basket it was an addled towlsed old head in the basket—nothing more. But John Brown's body paid the mortgage on two million souls. The spiritual world offers its heroes little loot and much fighting. It promises long marches, hard bivouacs, keen suffering and, in the end, lonely and perhaps shameful death. Faith has few crowns for her champions. For one John Brown ten thousand died at Cold Harbor. Yet who

would recall them? Who would not trade a storied urn and animated bust for a place in the trenches with the nameless dead of that battlefield. But faith does not always speak through the trumpet. Often faith whispers and calls men to duty in waste places. God has no trouble to find heroes ready to serve in scarlet and gilt. But men who are willing to toil in the fear of the Lord—which is the beginning of wisdom, men who are willing to serve in the gray brotherhood of man, men to whom faith blares no clarion note, and for whom hope holds no garlands—these men of the rank and file are the salt of the earth. They are moving humanity in the outer cycle; they are making the power of things spiritual manifest in the earth by proclaiming and proving even under injustice and in the face of apparent failure, their dumb blind faith in the sufficiency of human love for human life. Their lives are showing forth the presence of that “determinate or purposive change” in humanity that is drawing the race slowly upward and outward to the stars.

Now it may well be asked—what is the power not material, not of the ether, that is moving in mankind? Surely something is making for progress. Civilization is no chance whim of fate. For is not the difference between civilization and savagery largely a difference in institutions of public kindness? The savage threw the aged from the tent to die; we build homes for the aged, provide for old age pensions, and make life easy for the old in a score of kindly ways. The savage made short work of the lame and the halt and the blind. We have hospitals for every infirmity. The savage built roads only for the powerful who ride. The weak might dodge the chariots or go down. Civilization builds sidewalks for those afoot. Kindness and mercy are at the bottom of this invention. The savage killed his enemy, punished those who offended him, took vengeance upon his adversaries. He was merciless. We are revising our criminal code; punitive penalties and exemplary punishments are passing in civilization. The prison is a house of correction. The enemy of society is taught the folly of his feud; fear is receding from our scheme of justice. Kindness is permeating civilization so that those who have social advantages over their fellows are ashamed if these advantages are not badges of individual achievement, and so we have the movement for

equality of opportunity, the movement for fraternity in our politics. The feeling of brotherhood that makes men turn their governments to the help of their weaker fellows is the result of a passionate kindness abroad in the world among men. It is the soul of democracy. As individuals we may be veneered savages, but the social body is full of veins and arteries carrying sympathy and kindness from the common heart of the people to the remotest parts of the system. The progress of humanity from an unorganized social body to the complex body of civilization is the path of the growth of these ameliorating activities of kindness. From the laws of Draco to the initiative and referendum, humanity has been gradually softening in its attitude toward the common man. From the laws of the Medes and Persians to the laws providing for municipal tenements and the state crusade against tuberculosis in forty of our American states, the helping hand of organized humanity has been growing stronger and more effective every century.

But the doubter will ask, how does kindness grow? How is good will cultivated among men? Why have we moved up from barbarism? Through what organ has the "determinate or purposive change" worked the way of the Most High? Humanity is a bundle of contradictions. Yet spiritually there is a law of regression. We tend to spiritual averages. No one is all good and all bad. There is no race of moral giants, any more than a race of physical giants. Nor are there races of moral dwarfs and moral starvelings. The divine spark is in every soul. In a crisis the meanest man may become a hero. Indeed there is no profession of heroes. The charlatan, the oppressor of the poor, the courtesan, the thief, or the sluggard has seen the spark of divinity flare up in some great crisis, and as it burned it has shown a hero. It is doubtful whether any human being falls so low that he will not give up even his life upon a grand impulse to save a fellow sufferer in agony. This holy spirit is in every heart. The endowment of that divine spark is a universal endowment. It is the fundamental claim men have upon one another as brothers. We are equals in the democracy of the holy spirit—in the potential spark of heroship. Great souls are they to whom each day is a grand crisis, every neighbor an object of sacrificial love. But the fire that burned in

Christ's heart, and the fire that burned in the thief's heart who gave his life for a child in the street, are one fire. Christ knew this. He accepted the scarlet woman as sister, and the publican as brother. Over and over the spark is planted in untold billions of hearts as the ages pass; and slowly with our changing customs and changing times that fire glows larger in our lives. That divine spark is the realest thing we know in the universe—more real even than the ether. For while we have the mighty round of things upon this globe, from light and air and water and earth up through vegetation to animal life, there comes a place where the narrow material cycle touches a segment of a wider round—where the ether thrills with a human vision. There is that holy of holies, the human consciousness, creation's plan begins anew, and God says, let there be light, and lo! there is light.

W. A. WHITE

EMPORIA, KANSAS



EARL HALL FROM SOUTH COURT—NIGHT

Karl F. Struss

1910

THE BACCALAUREATE SERMON

MATTHEW 5:8. Blessed are the pure in heart, for they shall see God.

The loftiest soul among England's modern painters has left us a picture of Sir Galahad, that knight of Arthur's Table Round who sought and found the vision of the Holy Grail, whose "strength was as the strength of ten because his heart was pure." Far from the city of his king, in the trackless forest, at the eventide, he stands pensive, his helmet pushed back from his eager, weary face, his hands clasped on his thigh in grave perplexity, the white horse beside him pawing the trackless earth. He is the splendid hero of all holy aims—resolute though difficulties thicken and the heart's high quests still elude him. But how far removed from our eager life!

Jesus' promise of the Vision of God for the pure in heart strikes upon our ears with music like that which thrilled the soul of Galahad when the sacred vision of the Grail came upon him—music not of earth, elusive, most entrancing, but foreign to the turmoil of our eager, restless days. We have moments when the Master's word and promise stir us with a holy and heavenly desire. Our daily lives, however, are spent in our modern Camelot, not out on quests for visions. For us who are of the multitude that must dwell in this world, and toil, and plan, and perchance win success, what means that word of blessing: "they shall see God"?

The question of the Highest Good is one with which our minds today are little busied. The philosophic mood is out of fashion, and our opinions are more impulsive in their origin and more superficial in their character than many an earlier time would have tolerated. Yet the question of the highest good does present itself in practical form to every young life facing the world's tasks and opportunities. It phrases itself oftenest for us in a strictly personal way—How can I get the most out of life? To that question the whole network of influences and opportunities that enwraps us in this day replies, Get money! Money is the reward of man's

effective work, and the means for prosecuting more richly rewarding future undertakings. Therefore get money! Money is the key which unlocks the myriad doors of the palace of pleasure. Be our choice of pleasures base or refined, they are offered readily to the possessor of wealth. Therefore, get money! Money is the means by which men come into possession of power. The human will loves to dominate other wills, to dictate and control. In all ages wealth has brought to its possessor this power, in no age so fully as in our own. Therefore if you would be leaders and men of dominating power, get money! This is our world's answer to the heart's great question.

Now he would be an unheeded Jeremiah who should cry out in the ears of this generation against the worth of this object of well-nigh universal striving. Not only is wealth good, but good also are the pleasure and the power which wealth may secure. It is true that all three of these undoubted goods are prostituted by many men to base abuses. It is not the abuse, however, that commonly allures us. We seek wealth because it is the reward of effective work, and gives the opportunity for ease and comfort and reasonable gratification of desire, and puts in our hand the scepter of power.

Yet it needs no carping mood to remark the ease with which the abuse of all these good things comes to dominate lives which enter on the pursuit of them with high hopes and purposes. Give but one thought to the sacrifices which men are making all about us for the fulfillment of their desire for gain.

Our whole recent public experience has given abundant evidence of the readiness with which men have sacrificed for gain their *honor*. Honor is the spirit's supreme treasure. Men have fought for it, men have borne the far more taxing sufferings of want and hardship for it, poets have sung of it, chivalry is the expression of it. It is the man's bow of respect to himself, his measure of love for the highest in his own soul. The old sages declared this truth when they taught, "A good name is rather to be chosen than great riches." The Master exalted it when he asked, "What shall it profit a man if he gain the whole world and lose—*himself*!" The manifold tricks of trade, the juggling with simple honesty, the play upon others' weaknesses, or passions, or vices, for the sake of gain, are so many

voices shouting from our housetops that men sell their honor for pieces of silver.

There is another sacrifice as common and as tragic—the sacrifice of *brotherhood*. No other development of the Christian centuries is so significant as the growing spirit of sympathy with our fellows and consciousness of responsibility for their good. It shows itself not only in expanding charities, but in manifold crusades for relief of oppressing or binding conditions—in agitations against child labor, against tenement house congestion, for pure food, for safe conditions of employment and in a myriad formal and informal ways. And what is the chief obstacle this growing spirit of brotherhood has to overcome? It is the hardness of heart shown by men who are seeking ruthlessly for gain. The ways of sacrifice of brotherhood are not few. The fact is one. We do not mean to make the sacrifice when we enter the race for money in order to get the most out of life. The demand for the sacrifice comes later. And then our conception of what is best in life is not clear enough to hold us back from paying the tragic cost of honor and of brotherhood.

The supreme sacrifice which men make for present gain is Esau's sacrifice, who sold his *birthright* for a mess of pottage. There is a darkening of our spirit's light which is due to earnest questioning and sincere perplexity. For such eclipses of clear conviction there is always the promise of the breaking of a day when truth will shine clear and glorious. There is, however, a hiding of the supreme truth from the soul, which is the sad proof of the Master's word, "Ye cannot serve God and mammon." The man who is so bent on gain that he will sacrifice honor—his soul's chief treasure—for it; that he will forget brotherhood—his life's first social duty—for it; that man has sold his birthright as a child of God, and has fallen down to worship the Golden Image with feet of clay which each generation finds set up for its seduction and oppression.

Not all men make these sacrifices. Many retain the knowledge of the truth that the life is more than the meat. But they who stand true—as did Daniel's three friends in the presence of Nebuchadnezzar's image—have to struggle for their honor, for brotherhood, for the retention of their divine birthright.

These sacrifices would be appalling if all who made them won thereby the boons of wealth and pleasure and power for which they strive. But only a few win wealth, or any great measure of the pleasure and power which it may secure. Think of the dull dejection, the colorlessness of life for those who, making wealth and pleasure their aim, fail to win the game. Our present world is full of the cry of the under dog, the resentment of the thwarted, and the sordid pessimism of the disappointed. There is but one thing more appalling than the crude materialism which finds expression in the conduct, the pleasure, and the enterprises of many winners of success and devotees of pleasure. It is the bitter materialism of the men who have missed success in their striving for wealth, and who by their envy, and their bitterness, declare that their eyes still see no greater good than the gold which their hands have failed to grasp. A sordid pessimism is an even more tragic debasement of soul than is a sordid boasting in success.

Why is it that this boon of wealth so allures and compels us? Is it not proof of our thoughtlessness? Surely there must be some prize for our striving, the effort to gain which shall make our lives fuller and nobler, and not shrivel them!

This cry of our hearts bears us out with Galahad on his quest. Uttering it we join the thoughtful men of other days seeking the *summum bonum*. We listen, wistfully desiring a fuller understanding, to the Master's beatitude, "Blessed are the pure in heart, for they shall see God."

Only a shallow incredulity will stumble at the idea of seeing God. The men of old did not need to be taught that Him no eye hath seen nor can see. Jesus and his disciples thought of something far more convincing than physical sight when they spoke of seeing God. They meant rather some soul-filling sense of God's presence and his power and his satisfying goodness.

There is no baffling mysticism in the Psalmist's words, "The heavens declare the glory of God and the firmament showeth his handiwork." The whole creation is a disclosure to the attentive mind of power immeasurable, wise, and good. And he who finds this disclosure has found the Presence of God.

There is nothing out of date in the Prophet's word, "I will put my law in their inward parts and write it in their hearts." All of us have heard the inward voice which calls men to honor and brotherhood, awakening love for truth and scorn for all iniquity. No sophistries suggested by low desire or by wilful purpose can banish that call wholly from our hearts. No bitterness of disappointment or failure avails to quiet its still small whispering within us. But this is the voice of God.

Far clearer now than it could have been to the Psalmist is the truth that "righteousness and judgment are the habitation of his throne." A thoughtless mind may fail to know this. We may hide the truth from us by our wilful preference for ways of life which ignore the claims of righteousness and mock at the idea of judgment. We may eclipse the truth behind some mystery of trouble or suffering, or wrong, and grow bitter or morose, as victims of circumstances in which righteousness is a fading dream. But only shortsighted minds can cherish these illusions. The clear record of the passing ages is one of ever more triumphant righteousness. The mills of God grind slowly. He has often had to make the wrath of man to praise him. But step by step, age by age, the world of human life has grown in understanding of the claims of duty, and honor, and brotherhood—in understanding of these claims and in loyalty to them. He who can trace this working out of righteousness and judgment is reading the thought and will of God.

Not more entrancing to Syrian ears than to ours in this twentieth century was the story of the father watching with yearning love until he could espy the returning prodigal, in order to run and welcome him with all of love's eager joy. Not more marvelous to their eyes as they saw, than to our minds as we read, was the ministering life of him whom they called Friend of publicans and sinners, and who replied to the sneer saying, "the Son of Man is come to seek and to save that which was lost"—"not to be ministered unto but to minister, and to give his life a ransom for many." To some of old the parable seemed but an idle tale—to some it seems so still. To some of old that life of ministry even unto victory in death seemed but the madness of a dreamer of fair

dreams. To some it seems so still. But he who can find in parable and ministry a veritable setting forth of the ways of an infinite Love, has found the heart of God.

But what of such discoveries? What if God's presence is felt by us in the wonders of his universe? What if his will is recognized in the promptings of honor and brotherhood within us? What if the long scrolls of history have spread out before us his triumphant working for righteousness? What if the infinite love has been made clear and convincing to us through Jesus Christ? *This* follows from such discoveries of God. The soul of man finds that which satisfies, and which is much more glorious than all sordid gains and pleasures.

Such discoveries of God do not call men away from life's tasks and inviting opportunities. They do, however, set life's tasks and inviting opportunities in a long perspective, in which we can see how little are some of the gains for which men strive, and how futile and transitory are some of the successes in which men boast—so-called successes which harden the heart, coarsen the nature, or lower the aspirations of those who win them. These discoveries of God show in fact how infinitely far honor and truth and brotherhood are above any success that gains for us treasures which moth and rust can corrupt or thieves can steal. And they silence for us the mocking laugh with which death seems to sneer at all our eager grasping after satisfying good, for they justify the poet's faith who

Never turned his back but marched breast forward,
Never doubted clouds would break,
Never dreamed, though right were worsted, wrong would triumph,
Held we fall to rise, are baffled to fight better,
Sleep to wake.

For this sufficing experience of God's presence, Jesus prescribed a simple, yet a searching, qualification. "The pure in heart shall see God." We err if we think this qualification something mystical, baffling and wholly out of reach. The Master was speaking to men of like nature with us. His demand is exacting—but it is not impossible. Two things are essential to it. The first is high-mindedness.

Who is the artisan universally sought for and most highly paid? The worker who aims to make his work as accurate as possible, to finish it as finely as possible and to do it as rapidly as possible. He has a high mind concerning his work.

Who is the artist whose paintings are immortal? The one who, like Monet, is so jealous of the ideal which he cherishes that he will destroy work which falls below his own measure of excellence, even though eager admirers stand ready to buy at high prices. He has a high mind concerning his art.

Who is the leader in the world of science? The man who, equipped with large knowledge and skill, seeks truth with an ardor which will rest content with no half knowledge. He has a high mind concerning his mission.

Who, then, cherishes a high mind concerning his own life? He is the man to whom truth in inward thought, as well as outward word and deed, is no matter of mere expediency; to whom scorn of all uncleanness, of all meanness, and cowardice of soul, is an urgent imperative; to whom reverence and justice are the very breath of life. But these are simply the traits which make that sense of honor which men often sacrifice for the sake of winning wealth.

He is highminded concerning himself, moreover, whose sense of justice leads him to recognize his neighbor's rights and claims, and then to see something more. For he turns his eye within, and there he finds his own needs and weakness making more urgent pleas than his rights and claims, and he learns the energy of sympathy, which calls him out into service, that he may render to other lives that sort of justice which his own self-knowledge craves for his imperfect, sinful and often thwarted life. But this is the mind of the Samaritan, this is brotherhood—that other treasure of the soul which many men heedlessly sacrifice today for sake of gain.

These two—honor and brotherhood—call the man on to a finer manhood, by calling him out of himself—as the artisan, the artist, the truth seeker, are enthralled by an unattained ideal of good. They set his eyes on high, far above the prizes for which men commonly strive. It is to men of such high mind that the Master promised the all-satisfying vision of God.

To gain that vision, however, we must add to highmindedness a homely practical trait of character—singlemindedness. This is the meaning of Jesus's words "Ye can not serve God and mammon." If our day is one in which highmindedness often seems to suffer eclipse, singlemindedness is its chief distinction. Our great modern advances have been the reward of singlemindedness, of exclusive devotion to one definite object of effort. That is the secret of all success—whether sordid or noble. It is the secret of energetic, effective effort. That is why it must be wedded to highmindedness to make up that purity of heart which shall have the satisfying certainty of God's presence.

For some of us the thrill of high ideals is easily obtained. There are dispositions which respond readily to appeals for sympathy and brotherly generosity. These moments of thrilling experience do not reveal character, however. Constancy of purpose in hours which feel no thrill of high elation is essential to purity of heart.

Purity of heart *means* singlemindedness, for that only is pure which is free from all mixture. We narrow the notion when we think that purity of heart means only freedom from the stain of sin. It is much more positive and significant than that. That heart is pure in the meaning of the beatitude whose thoughts are set with constancy and single purpose on the high things which belong to the divine ideal of manhood.

It is not strange that the Master promises the vision of God to those who set their minds with steadfast resolution on these high ideals of manhood. Such men have eyes capable of reading what the heavens declare and the firmament showeth forth. All the marvels of nature are eloquent for them with disclosures of power and wisdom and goodness. They are the men who are capable of hearing plainly the inward call of God. Their highmindedness is their response to that still small voice. They can read the long record of the past and see how "through the ages one eternal purpose runs." And it is to such that the love of God appears with redeeming power in Him who came to seek and to save that which was lost.

But is not this purity of heart—in singleminded highmindedness—so exacting a qualification that it shuts out most of us from

hope of winning the highest boon for which a man may strive? Consider those to whom the beatitude was spoken. They were men of like frailty with ourselves. Yet they were selected men—selected by their eager following of Jesus. Think what that meant. He had no gifts of wealth for them. He rebuked and baffled the crudity of many of their desires. Yet he awakened in them a great hunger and thirst for a higher good. So they flocked after Him. It was a mixed multitude. Some were seeking signs. Some were expecting fulfilment of their own settled wishes. But many were simply enthralled by the new teacher of godliness speaking with authority. And in him they found the drawing power of a fulfilled ideal of truth and gentleness, of power and godliness. To these eager hearts he spoke the beatitudes, crowned with the promise of this supreme experience of good for those whose hearts were set singly on the highest that they knew.

Jesus' words did not show the winning of this good to be an easy task. Multitudes of them like Peter must have bowed their hearts, crying, "I am a sinful man, O Lord. How can that vision for the pure in heart be mine?" But the Master's words were an invitation and an encouragement, not a mocking flash of heaven's light upon our human sin and weakness. For where dwells the high and holy One that inhabiteth eternity? "In the high and holy place, with him also that is of a contrite and humble spirit." Our very sense of failure and insufficiency and sin may be for us the first cry of newborn highmindedness, the first energy of single-minded desire for the Supreme Good. To such the beatitude is spoken, "Blessed are the pure in heart, for they shall see God."

RUSH RHEES

CHARLES ANTHON, LL.D.

DR. ANTHON was, for nearly fifty years, a conspicuous figure in the faculty of Columbia College. It may be said, indeed, that, for the greater part of that time, he was *the* conspicuous figure. This was due partly to his own personal and scholarly quality, and partly to the fact that he represented the conviction which the majority of American educators shared with those of the English and Continental schools and universities, that the study of the classics was the only true basis of literary culture. This ideal had been from the very first accentuated at Columbia, had been a dominant force in shaping the curriculum, and inspired the work, not only of Dr. Anthon and Dr. Drisler, but of Dr. Nathaniel F. Moore, who was Dr. Anthon's predecessor, an accomplished classicist, and, later, president of the College.

Charles Astor Bristed, in his "Five years in an English university," wrote: "The standard for the Freshman class in Columbia was then (about 1835) nearly equal to that for the Sophomore at Yale. I never met a New Englander who knew this, or could be made to believe it; but it is perfectly true notwithstanding." Dr. Drisler, in his memorial of Dr. Anthon, issued soon after the latter's death, says: "In 1849, Professor Siljeström from Stockholm visited Columbia College among other institutions and published on his return the result of his observations. Of Columbia he says: 'Indeed, not even in Germany would it be possible to proceed on a more minute and critical system of interpretation as regards the classical authors, than I heard applied in Columbia College when I was there.'"

The trustees erected a building for the College Grammar School, which was opened in 1829, and Dr. Anthon was appointed rector in 1830. The building was on the lower ground in the rear of the College, and fronted on Murray Street, which, at that time, was lined with fine private residences. The grammar-school building was, however, an exception to the general elegance. It was an

ugly square structure of two stories, built of rough brick which had grown black by exposure.

It was as a grammar-school boy, in 1847 or 1848, that I made my first acquaintance with Dr. Anthon. There was a mysterious passage which led down to the school from the rear of his residence on the College green. Through this he was wont to descend when he was least expected, and to emerge suddenly in a schoolroom, clothed with all his terrors. To the boys these apparitions were appalling.

“Obstupere animi, gelidusque per ima cucurrit
Ossa tremor.”

In his hand he carried his great gold watch, whirling its fob as he stood, or else his jingling bunch of keys, and under his arm was tucked the dreadful rattan, to communion with which a culprit was often invited in a private room. His terrible reputation as a flogger was, however, greatly exaggerated. More was really effected by the sight of the rattan than by its application, which, at the worst, was limited to a few strokes on the hand. He took no part in the instruction, but had, at least in the classical department, a corps of excellent assistants, whose work he vigilantly supervised.

The school, though open to all applicants, was, of course, mainly a feeder of Columbia. Other branches of study had their place, but the main emphasis was upon Greek and Latin, in which the training was rigid and thorough. Often in my dealings with theological students, mostly graduates of American colleges, I have been confronted with the densest ignorance of the very rudiments of Greek accidence, and have wished that they could have undergone the drilling of the old Grammar School.

In 1851 I came under the Doctor's hands in the Sophomore class. He was a singularly magnetic teacher, wonderful in his rapidity, precision, and thoroughness. He would get more work out of a class in a single hour than any teacher I have ever known, and attention was never allowed to slip for an instant. He not only held the students rigidly to their work, but inspired them with a genuine interest in it. A lecture or recitation was not a dreary exercise in parsing. He brought his historical, geographical and archæological knowledge to bear in profuse illustration. He was almost whimsically punctilious in the matter of quantity, insisting that every

syllable should be pronounced long or short as the case might be. Now and then he encountered a case of quantitative depravity which apparently reduced him to helplessness; as when a somewhat thick-headed student once asked him when the class was to begin reading *Aeshylus*! There were certain blunders for which he had no toleration whatever, as, for example, making the penult of an imperfect tense short. Such an episode as this was not uncommon: "Mr. Jenkins!" Jenkins takes his seat at the table and begins: "habēbam—" "That will do, Mr. Jenkins, we will hear Mr. Jones!"

He dealt largely with the niceties of prosody, teaching us the choric meters of the Greek tragedies, and the scanning of the Pindaric odes.

Along with hearing the recitations of the students, correcting, questioning and explaining, he managed, in the course of each hour's work, to give an accurate, though somewhat ornate translation of the section for the day, which the students were expected to take down and preserve against the final examination, when a student who fluently rolled off the professor's Johnsonese periods was sure to be rewarded with a benignant smile and a good mark.

He had a keen eye for ability and proficiency, and was not sparing of commendation, although he was now and then irascible, and at such times occasionally unkind, and unjustly severe in rebuke. For all that, he was by all odds the most popular member of the faculty among the students, who always spoke of him as "Bull." Of course he was perfectly aware of this, and, I imagine, rather enjoyed it. I remember his once saying to me: "When I was a young man, I had some thought of learning to play the violin. If I had done so, I should probably have been known as Ole Bull."

Dr. Anthon's wider relations to classical scholarship in America have not always been understood, and have often been misunderstood and misrepresented. On the one hand, he has been described in general and exaggerated terms as a great classical scholar: and, on the other hand, he has been the subject of indiscriminating and unfair depreciation.

For all the demands of routine teaching, he was more than adequately equipped; but he could not be justly ranked as a great classicist, even according to the standard of his time, nor as an

original investigator and contributor in a field where there was certainly much ground still unbroken. Into this ground he did not enter his plough. He settled down upon the work of a commentator, for which he possessed some special facilities. He was acquainted with German, not a common accomplishment in those days, and was able to furnish himself liberally with the best and most expensive products of the European press. He accumulated a large and very choice library, which was subsequently purchased entire by Cornell University. He took great pride in his collection, and was particular about having his books handsomely bound and carefully arranged.

In 1835 he projected his Classical Series, which extended, in the end, to more than fifty volumes, and which included most of the authors commonly read in schools and colleges, together with certain elementary books on Latin and Greek grammar, prose composition, and Latin prosody and versification. To these were added a Classical Dictionary, a Dictionary of Greek and Roman Antiquities, and a large manual of Ancient Geography.

The series had an extensive circulation. Several of the volumes were republished in England. The books were open to more serious and radical criticism than they ever received, so far as I am aware, at the hands of American reviewers. The Homer and the Horace were drastically handled by certain English critics. The commentaries were laborious compilations from numerous sources, and did not bear the stamp of originality and constructive ability which it is possible to set even upon a commentary. As for the elementary books, the "Latin and Greek Lessons" were shaped on a good method, and were useful manuals for beginners; but the books on Latin and Greek prose composition were worthless as initiations into the principles of syntax, and the larger "New Greek Grammar" fell dead, as it deserved. The stock criticism of the commentaries, in this country at least, was that they furnished too much assistance to students, and relieved them of the duty of independent study. The current phrase was that they were "ponies." In certain prominent preparatory schools their use was prohibited, although the teachers found it highly convenient to have a private copy.

None the less, Dr. Anthon's books were one of the principal

agencies, if indeed they were not the principal agent, in revolutionizing the method of classical instruction in America. For, under the earlier régime, the classical student's path was indeed "*aspra e forte*." After traversing a dreary wilderness of paradigms and syntactical rules, in which little else than his memory was exercised, he was at last permitted to apply his acquisitions to the interpretation of Caesar, Nepos, or Xenophon. But this was only

"*infandum renovare dolorem*."

He proceeded painfully to blast out line after line with the aid of wretched, meager lexicons. He was continually confronted with historical or mythological allusions which he had few or no means of explaining, and the explanation of which often involved the entire sense of the passage. He had no manuals of biography or antiquities; his texts were scantily if at all furnished with notes, and the use of translations was forbidden. The text-books in common use were too often badly printed copies of inaccurate editions, without critical revision.

Professor Peck, in the introduction to his "Dictionary of Classical Literature and Antiquities," very justly says: "The study of the classics and of ancient life is today far more comprehensive in its scope, far broader in its purpose, far more consciously important in its relation to the whole field of human knowledge, and far more elaborate in its critical apparatus than it was before. The classical teacher feels that he must, in studying any side of his subject, avail himself of every possible aid that can be drawn from the investigations of his fellow-specialists, in order to give interest and life and richness to his own instruction. If he turns to language, he must draw upon the labors of the Epigraphist, the Numismatist, the Palæographer. If he deal with art, he must explain its inspiration by the testimony of literature and the history of contemporary life. If he investigate history, he must know the whole intellectual and social environment of the people. . . . Even the undergraduate classical courses in our universities and colleges now touch upon many sides of study, and are no longer restricted to the mere reading of ancient authors and the formal study of their language. An early familiarity with the conditions of ancient life is expected and required: some knowledge of art and archæology is a further requis-

ite; and at least a moderate acquaintance with the best and most obvious sources of information is asked of all. It is therefore evident that to aid the student in his work, as that work must be pursued under these comparatively new conditions, some manual is needed that shall give him, in a simple and intelligible form, the most important facts, condensed and summarized, and set forth, not as isolated bits of information, but in their necessary connection with one another."

Now it is to be set down to the credit of Dr. Anthon's scholarly farsightedness, that he anticipated, to a large extent, both in his teaching and in his books, these conditions which, since his day, have been more sharply emphasized. The publication of the American edition of Liddell and Scott was a great forward stride. It is true that this was edited by Professor Drisler, but Professor Drisler in his preface gratefully acknowledged the important co-operation of Dr. Anthon. Anthon issued an edition of Lemprière's Classical Dictionary in 1822, and followed it with a second edition, and with a third, in which Lemprière's name was dropped and his own substituted. He also issued an edition of Dr. William Smith's "Dictionary of Greek and Roman antiquities." To these were added later a large volume on Ancient Geography. These books opened a new world to the student. Besides clearing his path of innumerable stumbling-blocks, they went to enlarge his conception of the scope and value of classical study. Moreover, everything in them which was immediately applicable in reading an author, was put into the Doctor's notes on that author, and was thus made directly available at the points where difficulties emerged. His edition of Vergil's Georgics is still a most convenient and useful book, furnishing in a compact form a great mass of valuable information on Roman agriculture. It is true that the Georgics had been annotated by Heyne and Wagner in 1830-1841, and by Keightly in 1848, but these were unknown to the American student, and it was Dr. Anthon who first gave him access to Hesiod, Varro, Pliny, and Columella.

He certainly did furnish the student with very copious translations, but it must be remembered that he was writing for American students, and that the American student of that time needed a good deal more of such help than his contemporary German brother with

his splendid elementary training in the *Gymnasium*. In the Doctor's lecture-room, a student was not very long in discovering that such lavish aid in translation did not relieve him of the necessity of independent study. A man who imagined that a fluent translation from the notes would carry him triumphantly through a recitation, was speedily undeceived by a series of searching questions which converted his complacent fluency into chagrin.

Professor Anthon was graduated from Columbia in 1815, under President Harris and Provost Mason. He was made adjunct professor of Greek and Latin in 1820, and became full professor in 1835. The title "Jay Professor of the Greek and Latin Languages" was attached to the chair in 1833. The professorship was divided in 1857, Dr. Anthon becoming Jay professor of Greek, and Dr. Drisler full professor of Latin. Dr. Anthon continued to hold the rectorship of the Grammar School, but after its removal in 1857 to No. 133 Fourth Avenue, and the transfer of the College to Forty-ninth Street, he delegated to others a considerable portion of his duties, and finally retired from the school in 1864.

His health was beginning to fail, but he persistently refused to abandon his college duties, saying: "I shall be better in my lecture-room than anywhere else."

He resided for many years in one of the dwellings facing on the old College green; but not long before the destruction of the College building, he removed to a spacious house on Thirty-seventh Street, where he passed the remainder of his life. He was stricken down while lecturing, and died on the twenty-ninth of July, 1867, at the age of seventy years, and after forty-seven years of continuous service in the College.

His outward personality was unique and impressive. He was a trifle under the average height, erect as an Indian, and inclining to portliness. His head was superb, and his features strong and finely cut. He was punctiliously neat in his dress, the style of which was never varied. A short sack coat hung straight from his ample shoulders, merging in front into a black satin vest and an expanse of spotless linen, relieved only by a very small gold pin, the whole surmounted by a black satin stock and a high standing collar with rounded corners.

He was an indefatigable worker. Work was his element. He

loved the retirement of his library and the companionship of his books, and mingled little if at all with general society, which was the loser by his recluseness, since he could be singularly agreeable in social intercourse. I once suggested to him that he might be benefited by a country outing in the summer vacation. He replied: "At the beginning of the summer, I remove to the second story of my house. From that time until autumn, I am out of town."

His handwriting was unique but beautiful, slightly approaching print in the detachment of the letters, yet not entirely losing the cursive character. He always used blue ink. The manuscript which he sent to his printers was a marvel, written upon note-paper of the finest texture, and without blot or erasure. A blotted or corrected page was immediately torn up, and a fresh one written.

One is blind indeed who fails to see that the educational ideal of his day cannot be the ideal of today: that the University of 1910 is compelled to take account of numerous factors which were not above the horizon when Columbia celebrated its centennial in 1854: that it must find a place in its curriculum for not a few subjects which are pressing to the front, and which have a legitimate claim to recognition; and that it is therefore impossible that the classics should hold the same relative position which was originally assigned to them. But the men who represented that earlier régime are entitled to honorable and lasting recognition in the annals of Columbia, and Dr. Anthon not least among them. Not a great classical authority, not an original contributor to philological science, his labors reflected honor upon his *alma mater*, contributed substantially to her reputation, and have passed up and become blended with the later forces which are potent in her grand and hopeful present. He was unquestionably a great and inspiring teacher, and in his own way wrought to bring about a salutary and much needed revolution in the current conceptions and methods of classical instruction. His ideal of the scope of classical learning was in advance of his time, and he laid open to American classical students a vast mass of material from sources not generally accessible, and not generally known. To whatever criticism his books may be justly open, they none the less greatly enlarged for American students the horizon of classical knowledge. The personal inspiration of his teaching some of us, his surviving pupils, have felt, and know, and are grateful.

MARVIN R. VINCENT, '54

THE HALL OF PHILOSOPHY

THE cornerstone of the new building for the School of Philosophy, which will be located between Kent Hall and St. Paul's Chapel on Amsterdam Avenue, between 116th and 117th streets, was laid on the afternoon of Monday, July 11, in the presence of several members of the board of trustees and a delegation from the teaching staff and the student body of the summer session. The procession of trustees and officers was formed in the Library, and marched to the cornerstone, headed by Professor Knapp, Chairman of the Committee on Public Ceremonies. After Professor Edward D. Perry had delivered the address, the audience joined in singing the Columbia hymn, and in conclusion prayers were said by the Rev. Duncan Hodge Browne, '05.

In introducing Professor Perry, Mr. John B. Pine, clerk of the board of trustees, said:

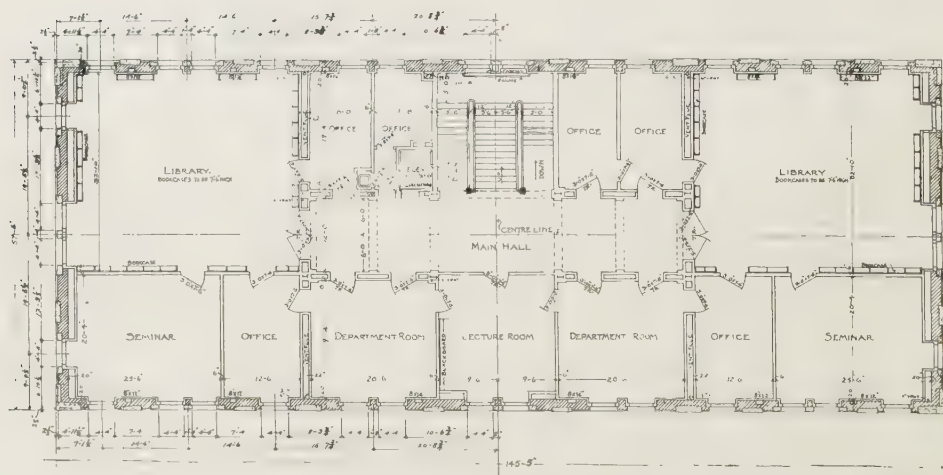
Ladies and gentlemen—The occasion which brings us together is one of especial interest not only as marking progress but as promising increased service on the part of the University, and the presence of so large and representative a body of students is most gratifying to the trustees and faculty.

The laying of the cornerstone of a building which is to be dedicated to philosophy, philology and the languages recalls the earliest days of Kings College when Samuel Johnson, the first president and for the time being the only instructor, devoted himself to the teaching of Greek, logic, metaphysics and ethics. Preëminent among the men of his time for his candid and philosophic reasoning, an ardent admirer and profound student of the ancient languages, Dr. Johnson impressed his teachings not only upon the students who listened to his voice, but upon the College which he founded. We gratefully recognize the catholic and far seeing spirit which enabled him to lay its foundations so broadly and firmly that today they sustain a university. This building in particular, which stands for our earliest traditions, will also perpetuate the memory and the influence of the man who did most to bring into being the College which we love and honor as Columbia University.

The cornerstone will now be laid by the Jay Professor of Greek, sometime Dean of the Faculty of Philosophy.



HALL OF PHILOSOPHY
ARCHITECT'S DRAWING



TYPICAL FLOOR-PLAN

Professor Perry spoke as follows :

It is perhaps unavoidable, and it is certainly wholly proper, that at an academic celebration in these days of Columbia University we should look back to the beginnings of the undertaking which we of today are carrying forward to the best of our ability. We become thus in a new sense *laudatores temporis acti*, not peevishly lamenting the degeneracy of our own day and its people, but thankfully recognizing the foresight of those who marked out the paths in which it is our privilege to walk, and our duty to push on, if we can, beyond the limits imagined by our predecessors.

We have long since become accustomed to accounts of rapid growth in connection with this University. Yet in no department of its activity has growth been more rapid or healthy than in the School of Philosophy. The organization of this school was one of the first steps taken under the sagacious administration of President Low toward the development of Columbia College, with its several schools maintaining but a loose relationship with each other, into a great University. For a number of years before 1890, instruction had been given to graduate students in various branches of philosophy, philology and literature, leading to advanced degrees. But there was, previous to that year, no such organization of work in these subjects as had been achieved in the case of the school of political science. An amendment to the statutes of the College, adopted by the trustees May 5, 1890, for the organization of the school of philosophy, provides that "The course of study shall embrace instruction in logic; psychology; ethics; history of philosophy; pedagogics; the Greek language and literature, to include epigraphy and archæology; the Latin language and literature, to include epigraphy and archæology; the English language and literature, to include Anglo-Saxon and Gothic; the Teutonic languages and literatures; the Romance languages and literatures; Sanskrit and Zend; and the Semitic languages." To these subjects were added in the course of a few years anthropology, music (which was afterwards transferred to the newly established school of fine arts), comparative literature, and Chinese; and within the

limits of each department of the school the process of rearrangement and addition has been continuous. The name chosen for the new school was an imitation of the time honored practice of the universities of continental Europe, chiefly of Germany. The school, however, was not intended to cover so wide a range as the ordinary German philosophical faculty, which controls all instruction in history, economics and sociology, and mathematics and natural science, besides the groups of subjects provided for in the Columbia plan of organization. The scheme followed here was that of some of the universities of southern Germany, which had adopted a three-fold division of the traditional *philosophische Fakultät*. This decision was the more natural as the school of political science, existing since 1879, had already become famous, and the formation of a school of pure science was already contemplated, and became an accomplished fact two years later.

The school of philosophy began its active career in October, 1890, with a faculty of ten professors and four instructors. At the first meeting of the faculty the youngest of the professors was elected dean. He threw himself with singular energy and skill into the complicated tasks of organization and administration, and carried them out with signal success until his elevation to the presidency of the University in 1901-02. Of this teaching staff of fourteen men, but five are in service, twenty years after, as professors. The total number of students under the faculty of philosophy in 1890-91 was ninety-two, of whom forty-seven held baccalaureate degrees. Today the number of professors of the school is fifty-two; and no less than eight hundred and sixty persons, all holders of baccalaureate degrees or equivalents, have carried on their work here during the year just ended, primarily under the charge of this faculty, as candidates for higher degrees—a growth of more than four hundred per cent. in the faculty, and more than eight hundred per cent. in the student body.

The noble building whose beginning we witness today cannot, it is true, meet all the needs of the School of Philosophy. The courses in education, which were for some years provided for under the department of philosophy, have now for many years been administered by Teachers College, with its splendid equipment of men

and material; and the work in anthropology and psychology is to be conducted as hitherto in Schermerhorn Hall, where the laboratories and museums necessary for such researches are already provided. All the other departments of the faculty are to carry on the instruction of graduate students in this our new and spacious home. We who have felt so keenly the disadvantages of separation and distraction are to be brought within easy reach not only of each other but also of our colleagues in subjects like history, economics, and social science, with whom our relations are far closer than would seem to be implied by their inclusion in the organization of the faculty of political science. We shall have facilities in the way of departmental libraries and museums for which we have longed, lo! these many years, but which seemed till very recently quite beyond our grasp. Such libraries and museums form a most necessary complement to the general library, which is in effect the great central laboratory for workers in the fields covered by this faculty. And another intended feature of this new structure deserves grateful mention. From the first, the number of women studying under this faculty has been considerable; in late years it has nearly equalled, and in one year it has actually surpassed, the number of men. Some of these women have been among our very best students, and now fill high and honored positions in the educational world. They have had many discomforts, even actual hardships, to contend with as students here, owing to the peculiar physical conditions inseparable from a university situated in this huge city. In this building the women students are to have a commodious room of their own for study and rest, suitably fitted up, and open to all the women graduate students of the University.

All these things this noble gift has brought us, to make possible the increase and betterment of our achievement. That the School of Philosophy may grow greatly in numbers of students beyond the present enrolment is by no means to be wished in first or even in second place. Far more should we hope that an ever increasing percentage of our students may come to us with really adequate preparation for advanced work, entire singleness of purpose, and the possibility of concentrating their whole energy upon their academic tasks, unhampered by any outside duties or interests what-

ever ; and that our teaching, both by lecture and by example, may be enriched and intensified, our research broadened and deepened, our standards held ever higher, for ourselves as well as for our students. Only so can we justify ourselves as bearers and keepers of the torch. May this building be ever known as a hearth that cherishes and augments the sacred fire that President Johnson kindled ; and from it may many generations that come after us carry away the light of inspiration and the living flame of devotion to the search for truth !

KINGS COLLEGE ALUMNI—VII*

CLASS OF 1771

ICHABOD BEST BARNET

Ichabod Best Barnet received the degree of master of arts from Kings College in 1774. Little is known of him excepting that his subject at Commencement was "Cheerfulness." It is likely that he was not a resident of the city of New York, inasmuch as his family was apparently located on the east bank of the Hudson, not far from the town of Hudson.

CLEMENT COOKE CLARKE

Clement Cooke Clarke delivered an English oration on "Virtue" at his graduation in 1771, and received the master's degree in 1774.

JOHN COPP

John Copp delivered a salutatory oration in Latin on "Fame" when he received his A.B. degree in 1771, and was awarded the master's degree in 1774. On June 28, 1775, he was made first lieutenant in the First New York Regiment, in which he continued to serve until January, 1776. He then became captain in the Fourth New York Regiment, of which John Nicholson was colonel, and from November 21, 1776, until his resignation March 26, 1779, he was captain of the eighth company of Colonel Goose Van Schaick's First Regiment of New York Continentals. While serving in Colonel Nicholson's regiment, our alumnus took part in the fight at Quebec in 1776. It is believed that our alumnus became a teacher after the war, and that he married Ann Clopper on March 27, 1772.

HENRY DE WINT

Henry De Wint delivered a Latin address on "Moderation" at Commencement. He was awarded the degree of master of arts in 1774.

* The sixth installment of this series appeared in the *QUARTERLY* for June, 1910 (pp. 275-285).

THOMAS KNOX

Thomas Knox was on the side of the King during the Revolutionary War, and in 1783 petitioned for land to be granted to him in Nova Scotia. At graduation he held the negative in the English forensic dispute on the question "Whether a lively imagination is conducive to happiness."

JOHN SEARLE

John Searle was awarded the master's degree in 1774. Nothing is known of him excepting that at his graduation he had the affirmative of the dispute in which Knox had the negative.

CLASS OF 1772

THOMAS BARCLAY

Thomas Barclay is supposed to be descended in the fifth generation from Colonel David Barclay of Urie, who was born in 1610. The great grandfather of our alumnus was John Barclay, and the grandfather was the Rev. Thomas Barclay, the first rector of St. Peter's Church in Albany. His father was the Rev. Henry Barclay, an alumnus of Yale in 1734 and rector of Trinity Church from 1746 to 1764, the year of his death; and his mother was Mary, daughter of Col. Anthony Rutgers. His parents had five children, of whom Anna Dorothea married Lieutenant Colonel Beverly Robinson of the class of 1773 of Kings College.

The eldest of the five children of Henry Barclay was our alumnus, Thomas H. Barclay, who was born October 12, 1753. On October 2, 1775, he married Susannah DeLancey, who died in 1837. He was admitted to the Bar and entered the office of John Jay. In 1780 he became major in the corps of Light Infantry and served in Virginia and Carolina. While on his way from Charleston to the Chesapeake with dispatches from Lord Rawdon to Earl Cornwallis, he was captured by the French fleet, but was soon exchanged and rejoined his regiment, with which he remained until it was disbanded in the spring of 1783. In the fall of that year he took his family to Nova Scotia and engaged in farming at Wilmot. His estates in the United States were confiscated. In 1789 he com-

menced the practice of law at Annapolis Royal, and was soon elected to the provincial assembly. For several years he was speaker of the Assembly. In 1792 he was made lieutenant colonel of the Royal Nova Scotia Regiment, and in 1793 he was made adjutant general of the militia of the province. In 1796 he was appointed a commissioner for the British under Jay's Treaty, and in 1799 was made British Consul General for the eastern states of America, resident at New York. He held this office until 1812. Two years later he was appointed British Commissioner under the Treaty of Ghent, in which service he continued until 1828, when he retired from the office. He died on April 21, 1830, at New York at the age of seventy-seven years. He was generally known as Thomas Barclay, but his baptismal name was probably Thomas H. Barclay, since his marriage license and the act of attainder of New York in 1779 called him so.

Our alumnus had ten children, of whom Henry married Catharine, the daughter of Robert Watts of the class of 1760 of Kings College, and Susan married Peter G. Stuyvesant of the class of 1794 of Columbia College. He was a cousin of James Barclay of the class of 1766 of Kings College. Selections from the correspondence of Thomas Barclay were edited in 1894 by George L. Rives, '68, and published by Harper and Brothers in a volume of 429 pages.

JOHN BOWDEN

John Bowden was born in Ireland in 1751. He was ordained an assistant of Trinity Church, New York, in 1774. On January 8, 1775, he married Polly, the daughter of James Jarvis of New York. In the same year he received the degree of master of arts from Kings College. At the commencement of hostilities he went to Norwalk, Connecticut. Later he removed to Long Island, and after the war to England. In 1789 he took charge of a church in the West Indies, remaining there until 1801. Then he returned to New York and was made professor of moral philosophy, belles lettres and logic in Columbia College, which chair he continued to fill until the year of his death, which occurred in 1817 at the age of sixty-six years. His portrait, the only one of the early graduates of Kings College in possession of the University, hangs in the Library. He had three sons, of whom James J. graduated from

Columbia in 1813 and was rector of St. Mary's Church, Maryland. The following books written by John Bowden are in the Columbia University Library:

A letter from John Bowden, Rector of St. Paul's Church, Norwalk, to the Rev. Ezra Stiles, President of Yale College, New Haven, 1788, pp. 52.

A letter from John Bowden, Rector of St. Paul's Church, Norwalk, to the Rev. Ezra Stiles, President of Yale College, New Haven, 1789, pp. 108.

Apostolic origin of Episcopacy. New York, 1808, pp. 384.

Essentials of ordination stated in a letter to a friend. New York, 1812, pp. 22.

A defence of the essentials of ordination, in answer to a pamphlet entitled "Serious thoughts." New York, 1812, pp. 53.

Address of John Bowden to the members of the Episcopal Church in Stratford. New Haven, n. d., pp. 39.

JOHN KING

John King was appointed by the English commander, General Pattison, a conductor of stores in February, 1779, and afterwards he became commissioner of police in New York City. He was unmarried, and at the end of the war he went to Shelbourne, Nova Scotia.

NICHOLAS OGDEN

Nicholas Ogden was born in 1754 and died in 1812, at the age of fifty-eight years. He was appointed by General Pattison adjutant of one of the battalions of militia in the city of New York on August 12, 1780.

PETER ROEBUCK

Peter Roebuck was awarded the degree of master of arts in 1775.

ANDREW SKENE

Andrew Skene was born on March 25, 1753. His father was Colonel Philip Skene, and he is sometimes called Andrew Philip Skene. He was in the British Army as brigadier major and captain of dragoons, serving as subaltern in the Sixth Dragoons and as captain in the Ninth Dragoons. He died at Durham, England, in January, 1826, at the age of seventy-three years.

LEONHARD F. FULD

EDITORIAL COMMENT

The Commencement exercises, held this year under most favorable auspices, proved conclusively, if such proof were needed, that the task of the Committee on Public Ceremonies, which is responsible in

Commencement many ways—some of them not dreamed of by
Day either alumni or faculty—for the baccalaureate service, for Commencement Day, as well as for the opening exercises in the fall, is growing more complex every year. With over one thousand two hundred recipients of degrees and diplomas, with thousands of alumni and their families interested in Commencement, the limitations imposed by the lack of a suitable place in which to hold the exercises become more oppressive year by year. The arrangements for handling those who seek admission to the gymnasium on Commencement Day are by this time well nigh perfect, but many fail to get seats and many fail to win admission at all until after the exercises are well under way. Regrettable as these things are, they are inevitable until more ample provision can be made by the authorities.

On certain details comment may be made. A most interesting and happy change was made in the manner of conferring the honorary degrees. At the proper time Professor Trent delivered an interesting address, in which he discussed the history of honorary degrees in Europe and in this country. The address was lighted up by frequent flashes of humor and was well delivered. Professor Trent then, in the fewest possible words, presented each candidate to the President, and the latter, in addressing the candidate, indicated briefly the grounds on which the degree had been bestowed.

An important innovation was introduced in the evening, in connection with the entertainment furnished by the class of 1900. When the invitations for Commencement week went out to the alumni, they contained an announcement that there would be singing in the evening of Commencement Day on the library steps. Later, after careful consideration, it was arranged with the class of 1900 that all the festivities of the evening, including the singing, should be held on the quadrangle, between the library and University Hall, and that all women and children should be excluded from the University grounds. The change of plans caused some inconvenience, where alumni found that ad-

mission was denied to ladies of their families, whom they had brought with them on the basis of the printed notices referred to above. There can be no doubt, however, that the change was a very decided improvement; it left the men free to amuse themselves in their own way and made the task of policing the grounds and the protection of them against a horde of persons who have absolutely no legitimate relation to Commencement affairs infinitely easier. The Committee on Public Ceremonies has already decided that this innovation has come to stay.

It must be borne in mind that the present arrangements for Commencement day are the result of a long process of evolution. Successive chairmen of the Committee on Public Ceremonies have given much time, thought and labor to the development of these arrangements; their efforts have been ably supported by those of other members of the committee and of the faculties. They have been aided too by the considerate and sympathetic support of the alumni.

From the point of view of the committee, the one thing most needing attention now in connection with Commencement has to do with the alumni. More and more they are coming in numbers to the afternoon and evening festivities. The alumni dinner and the beef-steak dinner this year were well attended, especially the former; the baseball game is evidently a welcome feature of the day. The return to the old way of holding the dinner in the Commons met with general approval and the limitation in the number of speeches was also commended. What is needed now, apparently, is that the plans for the entertainment of the alumni in the evening shall receive careful consideration, to the end that those who take the trouble to come shall feel repaid for the coming. And, finally, so far as is compatible with their main purpose—amusement—the festivities of both afternoon and evening should be marked throughout by the sobriety, dignity, and self-respect which make the morning exercises, when all is said and done, so impressive and so creditable to the University.

The University may well be proud of its summer session. The chapters of its history from the first plans of the director in the preceding summer to the close of the session itself inspire nothing but pride and gratification.

**The
Summer Session**

Numbers in attendance are so often popularly considered as evidence of the success of a university term, that perhaps one first turns to that side of the story. In

that respect the session was remarkable. Jumping from 1498 in 1908 to 1968 in 1909, it passed all expectation this year with a total of 2629. Above the gratification which comes from an attendance of so many capable and ambitious students is the satisfaction that this attendance was thoroughly national. All parts of the country were represented. The south sent large numbers from such states as Virginia, North Carolina, Georgia, Tennessee and Texas, while the middle west was also strongly represented and there were as many as forty-four students from the Pacific coast states. Only those closely connected with educational affairs can appreciate what this representation means for the influence and prestige of the University. Especially is this impressed upon the observer who notes the position and character of hundreds of those who were in attendance.

The rapid growth in numbers and improvement in quality of the summer students attest to the wisdom of the management in furnishing excellent instruction, and in offering a great variety of elementary and advanced courses. Briefly, the summer term to succeed permanently must be an integral part of the collegiate work.

One pleasant feature of the session was the opportunity offered to visiting professors who assisted in the instruction. Almost one fourth of the teaching staff was composed of men and women from the various colleges and universities of the country. This association of instructors at the Faculty Club is one of the beneficial results of the session, and again emphasizes the advisability of extending into the winter session such exchange of professors among various institutions.

Besides the hundreds of courses offered, covering almost fifty subjects, there were excursions to places of interest in and about New York—up the Hudson to Irvington and Tarrytown, to West Point, the museums, the charity institutions, Ellis Island, etc., all ably conducted. Services were held on Sunday afternoons in the chapel, organ recitals afternoons and evenings, band concerts on the green, a number of popular lectures; and perhaps most interesting and delightful were the out-of-door performances by the very capable company of Coburn Players, and the two concerts of the festival chorus given under the leadership of Mr. Hall. Finally were the meetings held by bodies of students from the various states, especially successful in attendance and enthusiasm being the meetings of the students from Indiana, Maryland, Virginia, Texas, Ohio, and Pennsylvania.

This session demonstrated more forcibly than ever that work in the summer can be pursued with pleasure as well as with profit, and

that one of the important parts of the great university is its summer term.

In connection with the resignation of the chair of chemistry by Dr. Charles F. Chandler, the *QUARTERLY* published an illustrated testimonial supplement (June, 1910), in which it endeavored to show its

Retirement of Dean own appreciation of the loyal and efficient service. **Van Amringe** rendered by Professor Chandler for a period of more than forty-six years. On Dean Van Amringe's retirement the *QUARTERLY* commented a year ago (December, 1910), but it wishes now to join in the assurance expressed in the following minute, which was unanimously passed by a rising vote at the last meeting of the College faculty.

For the second time within the memory of the older members of the Faculty of Columbia College this body witnesses the completion, by its senior associate, of a term of service of extraordinary length, and his retirement under circumstances of remarkable interest and dignity. In 1894 Henry Drisler, Jay professor of Greek, then a member of the faculty of fifty-one years' standing, during forty-nine of which he had held professorial rank, laid down the burden of active service. He had been relieved of the duties of instruction in 1890, and made dean of the School of Arts; as "the College" was temporarily called; and he held this position for the ensuing four years.

The impending retirement of his successor, Professor J. Howard Van Amringe, again deprives the faculty at once of the dean and of its oldest member. Graduated from Columbia College in 1860, Mr. Van Amringe was immediately appointed tutor in mathematics; in 1863 he became adjunct professor, and in 1865 professor of the same subject. He was secretary of the board of the College and of its successor, the faculty of arts, for thirty years, from 1864, and acting dean during the absence of Professor Drisler in 1890-91. In 1894, on the resignation of Dr. Drisler, he was as a matter of course unanimously elected to the deanship. Thus for sixteen years, while to the last discharging in the most conscientious manner the exacting duties of the senior professor of mathematics and head of a department whose connections with the schools of applied science and of pure science are no less close than with the College, he has been the administrative head of the College as well.

To the performance of the almost endless tasks which these offices put upon him directly and indirectly he has throughout applied himself in such fashion that in the community at large, no less than in our own academic circles, the mention of his name instantly calls up an ideal of skill, and zeal, and unflagging loyalty to a beloved and noble cause. His double connection, as instructor and as dean, with the many hundreds of students that have sat in his classrooms and sought

his counsel, and submitted to his discipline, has given him a position perhaps unique in the collegiate world. As a teacher of singular clearness and force, intolerant of carelessness and pretense, yet kind with his severity, and as an advisory and disciplinary officer of the keenest insight and of absolute fairness he has been an inestimable force for good, working upon the youth of the College to their lasting benefit.

In the deliberations of the faculty, and of the University Council during the twenty years of its existence, he has always taken a vigorous part, in the latter body resolutely and persistently championing the rights and privileges of the College or the oldest part of the University; and in all deliberations manifesting an honesty of purpose and a courtesy which have secured for him unbounded respect, even on the part of those whose views differed most radically from his own.

In his withdrawal from active duties the faculty of the College meets with a loss that is altogether irreparable. It is not to be expected that it will be given to many future officers to devote half a century of continuous usefulness to the cause of the University. This faculty must find consolation for his departure in the contemplation of the splendid example of his devotion. It assures him that its sincere and lasting affection will follow him into the rest which he has so abundantly earned and which, if the faculty's wishes and hopes are even in part realized, will be his to enjoy for yet many years, unbroken by illness or by sorrow.

The Alumni News began its second year on July seventh in a new and much more attractive and convenient form, the promise of which is borne out by the contents; and the promptness of its publica-

The Alumni News tion, as well as the articles which it contains, indicate that it has not only survived the experimental period, but has reached the stage of maturity and assured success. Excellent reasons for issuing a number at this date are afforded by the reports of the speeches at the alumni luncheon on Commencement Day and by the account of the Poughkeepsie races. The report of the President's "annual talk" to the alumni, which he has invariably made of such intense interest to those who have heard him, is especially timely, as it will now be read with no less interest by many who were unable to be present at Commencement and who cannot but find great satisfaction and encouragement in its account of a remarkable year of University growth.

Ever since alumni representation became an established fact, it has been obvious that the alumni must have a representative journal, and the editors of the News show their appreciation of this fact and their determination to give the News this character, not only by their

excellent salutatory, but by opening a "letter box" for letters from alumni to serve as a forum for the freest discussion of all University matters, and in their leading editorial they lay quite as much stress upon the need of cooperation by the alumni through participation in such discussion as through their financial support. Cooperation on the part of the alumni generally is essential to the success of such a publication as the *News*, and for such cooperation the editors make an appeal which can hardly fail to succeed with any man who has one spark of Columbia spirit. The motto which they have taken, "Don't kick—boost," expresses both the purpose of the paper and the kind of cooperation which the University needs from its alumni.

The Carnegie Foundation, in its highly useful capacity as an academic public servant, has issued a pamphlet entitled "Standard forms for financial reports of colleges, universities and technical **Carnegie Foundation** schools," which deserves the careful consideration **Publication** of all who are interested in the administrative side of college and university work. It is pleasing to observe that practically all the recommendations of the report are already embodied in our procedure at Columbia University. It might be well for us to make in our annual report a more elaborate analysis of the fees received, subdivided by schools, and indicating the exact number of students who receive free tuition, either on the basis of scholarships, or by virtue of our relations with allied institutions. In terms of fees, the money value of the instruction thus given away is very considerable, and it would be well for the public at large and for us ourselves to realize just how great it is.



JAMES C. EGBERT
DIRECTOR, SUMMER SESSION AND
EXTENSION TEACHING



DEAN PUTNAM LOCKWOOD
ASSISTANT PROFESSOR OF CLASSICAL
PHILOLOGY

See p. 335



WALTER IRVINE SCHLICHTER, '96 S
PROFESSOR OF ELECTRICAL ENGINEERING
See p. 338



MILTON CLARENCE WHITAKER
PROFESSOR OF INDUSTRIAL CHEMISTRY
See p. 332

THE UNIVERSITY

The remarkable increase in the summer session attendance has been commented on editorially, but the readers of the *QUARTERLY* will no doubt be interested in the detailed statistics. The growth in at-

Summer Session tendance since the establishment of the session is
Statistics illustrated in the following comparative table:

Year	General	Medical	Total	Percentage of Increase Over 1900
1900	415	—	417	—
1901	579	—	579	38.85
1902	643	—	643	54.19
1903	940	53	993	138.13
1904	914	47	961	130.45
1905	976	42	1,018	144.12
1906	1,008	33	1,041	149.64
1907	1,353	42	1,395	234.53
1908	1,498	34	1,532	267.38
1909	1,949	22	1,971	372.66
1910	2,629		2,629	530.46

The percentage of women shows an increase over last year (57.66 as against 52.57 per cent.), although in the second session, that of 1901, it was as high as 73.32 per cent. There was also an increase in the number of new students, namely one from 55.09 to 59.03 per cent., while the number of matriculated students showed a decrease from 47.44 to 45.88 per cent. There were no fewer than 455 candidates for higher degrees in attendance, as against 359 in 1909 and 267 in 1908.

* * *

A—STUDENTS CLASSIFIED ACCORDING TO SEX

Men	1113	42.34%
Women	1516	57.66%
	2629	100.00%

B—STUDENTS CLASSIFIED AS OLD AND NEW

Previously registered	1077	40.97%
New students	1552	59.03%
	2629	100.00%

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	1423	54.12%
II. Matriculated:		
1. Columbia College	137	
2. Barnard College	54	
3. Mines, Engineering and Chemistry ..	142	
4. Law	12	
5. Medicine	3	
6. Fine Arts	20	
7. Political Science	54	
8. Philosophy*	332	
9. Pure Science	69	
10. Teachers College	383	
	<u>1206</u>	<u>45.88%</u>
	2629	100.00%

D—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

Elementary schools	596	22.67%
Secondary schools	374	14.23%
Higher educational institutions	140	5.33%
Normal schools	85	3.23%
Principals (school)	176	6.69%
Supervisors	115	4.38%
Superintendents	77	2.93%
Special teachers	60	2.28%
Private school teachers	68	2.58%
Librarians	6	0.23%
Not engaged in teaching	<u>932</u>	<u>35.45%</u>
Total	2629	100.00%

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:

Connecticut	49
Maine	13
Massachusetts	64
New Hampshire	4
New Jersey	199
New York:	
Outside of New York City	266
Manhattan and the Bronx ...	579
Brooklyn	151
Queens	40
Richmond	16
	<u>786</u>
	1052
Pennsylvania	173
Rhode Island	10
Vermont	<u>4</u>

1568

59.64%

* Including 166 students with education as a major subject and registered under the Faculty of Philosophy through Teachers College.

South Atlantic Division:

Delaware	4
District of Columbia	35
Florida	12
Georgia	57
Maryland	82
North Carolina	48
South Carolina	30
Virginia	85
West Virginia	15

368

14.00%

South Central Division:

Alabama	33
Arkansas	2
Kentucky	26
Louisiana	7
Mississippi	6
Oklahoma	7
Tennessee	51
Texas	49

181

6.89%

North Central Division:

Illinois	48
Indiana	69
Iowa	26
Kansas	23
Michigan	36
Minnesota	18
Missouri	27
Nebraska	4
North Dakota	2
Ohio	99
South Dakota	1
Wisconsin	32

385

14.64%

Western Division:

Arizona	2
California	29
Colorado	6
Idaho	1
Montana	7
Nevada	2
New Mexico	3
Oregon	4
Utah	6
Washington	11

71

2.70%

Insular and Non-Contiguous Territories:

Alaska	1
Hawaii	2
Panama Canal Zone	1
Philippine Islands	1
Porto Rico	6

11

.42%

Foreign Countries:

Bulgaria	1
Canada	19
China	9
Cuba	4
Denmark	1
England	1
France	1
Germany	1
India	3
Italy	1
Japan	1
Russia	1
South Africa	1
Switzerland	1

45
2629

1.71%
100.00%

1058 degrees are held by 884 of the 2629 students as follows:

571 A. B.	8 Ph. D.	9 B. E.
174 B. S.	21 Pd. B.	1 S. T. B.
12 B. L.	11 L. I.	1 C. E.
7 Litt. B.	9 LL. B.	12 E. M.
112 A. M.	2 LL. M.	1 Ph. G.
14 M. S.	8 M. D.	3 Phar. D.
59 Ph. B.	4 B. D.	2 D. D. S.
1 Ph. M.	15 Miscellaneous	

* * *

In 1890 Columbia first inaugurated the policy of permitting College students to elect as part of their undergraduate course subjects in law, medicine, or engineering, and so to shorten the time devoted to obtain-

The Combined ing both the academic and professional degrees.

Course

The combined course has worked successfully in the case of Columbia College students, and also in the case of students who come to Columbia for professional courses after having completed a part of their undergraduate course elsewhere, provided such students do not wish to obtain an academic degree. To enable this class of students to obtain the academic as well as the professional degree, as students trained wholly at Columbia now do, the trustees on April fourth adopted the following resolution:

Resolved, That the President be requested, at his convenience and discretion, to open negotiations with universities of reputable standing, with a view, in cooperation with them, to securing the adoption of a policy which will permit any student in any professional school of Columbia University which maintains a four-year course of study, who, before entering such school, has satisfactorily completed a two-year course of study in a college which maintains a curriculum equivalent to that of Columbia College, and who has satisfactorily completed a two-

year course of study in such professional school, to receive the degree of bachelor of arts (or of science) either from the college in which he was first registered or from Columbia University; and that a similar rule be applied in the professional schools maintaining a three-year course of study as regards students who have satisfactorily completed three years of college work and one year of professional work at Columbia University.

* * *

M. Ferdinand Brunot, professor of the history of the French language in the University of Paris, is to be the visiting professor of French literature at Columbia during the fall of 1910, having been appointed by the Council of the Sorbonne. The appointment was made upon the solicitation of Professor Cohn, no arrangements having been made for an exchange. Professor Brunot's work is intended primarily for graduate students and will be given after the fashion of a conference or seminar, probably in the French language, affording a most valuable opportunity for graduate students in French to receive instruction in the original language and from the point of view of a foreign scholar. Although his principal work will be in the classroom, Professor Brunot will in all probability also deliver a series of public lectures on topics of general interest.

* * *

Professor Rudolf Tombo, Jr., secretary of the Alumni Council, has been designated as the official delegate on the part of the United States to the International Congress of Higher Technical Instruction, which Dr. Tombo's Foreign is to be held at Brussels on September 9-11, 1910. Activities He has been invited to deliver a series of lectures (during Sabbatical leave the first half-year) in various German cities on higher education in the United States, German intellectual life in the United States, and similar topics, among others before the following societies: Hamburger Kunstgesellschaft, Hamburg; Kaufmännischer Verein, Frankfurt; Kaufmännischer Verein, Karlsruhe; Kaufmännischer Verein, Mannheim; Deutsche Gesellschaft für Kunst und Wissenschaft, Posen; Kaufmännischer Verein, Chemnitz; Verein für Erdkunde, Metz; Volksbildungsverein, Saarbrücken; Bildungsverein, Mühlhausen; Kaufmännischer Verein, Iserlohn; Volksbildungs Verein, Cottbus (2); Kaufmännischer Verein, Fürth; Verein für Kunst und Wissenschaft, Kattowitz (Silesia). He will take with him an exhibit illustrating higher education in the United States prepared at the sug-

gestion of Professors Karl Lamprecht, of Leipzig, and Wilhelm Paszkowski, of Berlin, and consisting of a variety of documents (catalogues, announcements, reports, dissertations, budgets, etc.) and a large collection of views (photographs, lantern slides, plans, etc.). The exhibit will be shown at various German universities and be deposited ultimately in the Roosevelt room at the University of Berlin, the headquarters of the Theodore Roosevelt professor.

* * *

Marshall H. Saville, professor of archæology, has started on an extensive trip through Peru and Ecuador which will occupy fully eight months. He will go first to Lima, Peru, in order to examine speci-

Professor Saville's mens of ancient pottery made by the Incas, and
Trip then to Quito, Ecuador. From that point he will make an expedition into the interior of Ecuador for the purpose of studying its ethnology, archæology, and history. He expects to penetrate where no white men have explored since the expeditions by the Spanish adventurers in the sixteenth century, and to bring back specimens of the native products that will show the mode of living of the early inhabitants of that section of South America. He is accompanied by John G. Baragwanath '10, Manuel Gamio, and William Bakky, students of the University.

* * *

A tablet in honor of Charles Follen McKim, Litt.D., 1904, architect and head of the New York firm of McKim, Mead and White, a member of the University's advisory committee on art from 1898 to 1909

The McKim Tablet and director of atelier from 1905 to 1909, has been placed in South Court in front of the statue of Alma Mater. The tablet bears the following inscription:

CHARLES FOLLEN MCKIM

—ARCHITECT—

MDCCCXLVII—MDCCCCIX

DESUPER ARTIFICIS

SPECTANT MONUMENTA

—PER ANNOS—

On July 1 authority was given the bursar to install a system devoted to the safeguarding of student funds while in residence at the University. Owing to certain formalities which had to be complied

Student Deposit with, the system was not actually placed in operation
Accounts until the second day after the opening of the summer session, which precluded any possibility of advertising the plan, or bringing it to the attention of prospective students until they had actually entered the University. Despite this handicap, and with only a simple announcement, over three hundred, or about eleven per cent. of the students enrolled in the summer session, opened accounts aggregating \$36,000.00; an average of about \$85.50 per student.

This department will be a welcome innovation for the students in the regular session, who have in previous years experienced great difficulty in cashing checks at the local banks owing to lack of identification, as well as for those who have small allowances from home which can not be deposited in the local banks without payment of one dollar a month for the privilege.

* * *

The following alumni and trustees of the University received honorary degrees in June: George L. Rives, '68, chairman of the board of trustees, LL.D., from Amherst College; J. Pierpont Morgan,

Honorary Degrees trustee, LL.D., from Harvard University; Seth Low, '70, LL.D., from the University of Edinburgh; William Henry Welch, '75 M., professor of pathology and first dean of the medical school of Johns Hopkins University, and president of the American Medical Association, LL.D. from Princeton University; Rev. Francis Lister Hawks Pott, '83, president of St. John's College, Shanghai, China, D.D. from the University of Edinburgh; Charles E. Hughes, '84 L, governor of New York state, LL.D. from Harvard University and Williams College.

* * *

Professor William R. Shepherd served as principal secretary of the American delegation to the Pan-American Congress, which met at Buenos Ayres, Argentine Republic, in July.—Frank Pierrepont Graves, '90, professor of education in Ohio State University, represented Columbia at the exercises held in June in celebration of the seventy-fifth anniversary of the foundation of Marietta College, Marietta, Ohio.

Miscellaneous Notes

A tablet in honor of Governor Daniel D. Tompkins, a graduate of the class of 1795, and vice-president of the United States 1817-1825, was erected in the new Federal Building (postoffice) in Ithaca, N. Y., on the anniversary of his one hundred and thirty-sixth birthday.

* * *

At the Baccalaureate Service held in the gymnasium on May twenty-ninth, the collect was read by the Dean of Worcester, who also conferred the benediction.

MISCELLANEOUS NOTES

At the suggestion of the *QUARTERLY*, Mr. Clarence H. White, who delivered a highly interesting and stimulating course in art photography in extension teaching last year, assigned various subjects connected with the Columbia grounds and buildings to the members of one of his classes at the close of the year. The effects secured in several instances were most artistic and pleasing, and we shall be glad in this and the coming issues of the *QUARTERLY* to supply some examples of the work of Mr. White's class, which naturally loses much of its quality in the reproduction. The frontispiece, two pictures of the household arts building, and a night view of Earl Hall constitute the installment in this number.

* * *

Professor Boas and Mr. Victor M. Braschi will represent Columbia University at the celebration of the foundation of the National University of Mexico in Mexico City. Professor Boas will also attend the Congress of Americanists, which takes place in Mexico from September 8 to September 15; and he will be the delegate of the University at the meeting of the committee for organizing an international school of archæology in the City of Mexico.

★ IN GRATEFUL MEMORY OF
1774 DANIEL D. TOMPKINS 1825

AFTER WHOM THIS COUNTY CREATED IN 1817 IS NAMED
JUDGE OF THE NEW YORK SUPREME COURT 1804-1807
CHANCELLOR OF UNIVERSITY OF STATE OF NEW YORK
GOVERNOR OF THE STATE OF NEW YORK 1807-1817
DEFENDER OF THE FRONTIER
THIRD MILITARY DISTRICT 1814-1815
MESSAGE ON ABOLITION OF SLAVERY IN NEW YORK 1817
VICE PRESIDENT OF THE UNITED STATES 1817-1825
A PATRIOT OF BRILLIANT ABILITIES AND UNTIRING ENERGY

THE PEOPLE OF TOMPKINS
COUNTY ERECT THIS MEMORIAL
MAY 30 1910

UNIVERSITY LEGISLATION

UNIVERSITY COUNCIL

On April 19, 1910, the University Council awarded the following fellowships for 1910-11:

UNIVERSITY FELLOWSHIPS

- Adolph Burnett Benson Germanic languages
Berlin, Conn.
B.S., Wesleyan University, 1907;
candidate for M.S., 1910
Columbia University, University scholar in Germanic languages, 1909-10; candidate for A.M., 1910
- F. Stuart Chapin sociology
Brooklyn, N. Y.
B.S., Columbia University, 1909; University scholar in sociology, 1909-10; candidate for A.M., 1910
- Victor Lovitt Oakes Chittick English
Hantsport, Nova Scotia
A.B., Acadia University, 1905; A.M., 1906
A.M., Harvard University, 1908
Columbia University, graduate student, 1908-10
- Gordon Harwood Graves mathematics
Richmond, Ind.
B.S., Earlham College, 1905
A.B., Haverford College, 1906
A.M., Columbia University, 1909; University scholar in mathematics, 1908-10
- Edmund Newton Harvey zoology
Germantown, Pa.
B.S., University of Pennsylvania, 1909
Columbia University, University scholar in zoology, 1909-10, candidate for A.M., 1910
- Herman Gerlach James administrative law
Urbana, Ill.
A.B., University of Illinois, 1906
J.D., Chicago University Law School, 1909
University of Illinois, graduate student, 1909-10
- Frank Dunn Kern botany
Lafayette, Ind.
B.S., University of Iowa, 1904
M.S., Purdue University, 1907
New York Botanical Garden, research scholar, 1906-10

- Thomas Pollock Oakley European history
Northport, N. Y.
A.B., Columbia University, 1909; candidate for A.M., 1910; University scholar in European history, 1909-10
- William Fielding Ogburn sociology
Atlanta, Ga.
B.S., Mercer University, 1905
A.M., Columbia University, 1909; University scholar in sociology, 1909-10
- Mark Skidmore Romance languages
Springfield, Mo.
A.B., University of Missouri, 1905; B.S., 1906
A.M., University of Illinois, 1909; University fellow in Romance languages, 1908-10
- Edward Kellogg Strong, Jr. psychology
San Francisco, Cal.
B.S., University of California, 1906; M.S., 1909
Columbia University, graduate student, 1909-10
- Frederick William Zons chemistry
Long Island City, N. Y.
A.B., Columbia University, 1907; A.M. (Feb.), 1910; graduate student, 1910

ENDOWED FELLOWSHIPS

- Tyndall Fellowship*
(Reappointment)
Henry Howard Marvin, Grinnell, Iowa
B.S., Iowa College, 1906
Columbia University, University scholar, 1908-09
- Adams Research Fellowship*
(Reappointment)
Clark Wells Chamberlain, Poughkeepsie, N. Y.
A.B., Denison University, 1894
- McKim Fellowship in Architecture*
(Reappointment)
Charles T. E. Dieterlen, New York City
B.S., Columbia University, 1907

George William Curtis Fellowship
Sydney D. Moore Hudson, Syracuse,
N. Y.

Ph.B., Syracuse University, 1907
Columbia University, graduate stu-
dent, 1908-09

Drisler Fellowship

Irving Comes Demarest, Hackensack,
N. J.

A.B., Columbia University, 1908;
A.M., 1909; William Mitchell fel-
low, 1908-10

Garth Fellowship

Benjamin McAlester Anderson, Spring-
field, Mo.

A.B., University of Missouri, 1906
University of Illinois, candidate for
A.M., 1910

Frank Hatch Streightoff, Brooklyn,
N. Y.

A.B., Wesleyan University, 1909; can-
didate for A.M., 1910

Gottsberger Fellowship

William Stuart Messer, Jersey City,
N. J.

A.B., Columbia University, 1905;
A.M., 1909; University fellow in
classical philology, 1909-10

Mosenthal Fellowship

Edward Betts Manning, New York
City

Instructor in music, Oberlin College,
1905-07

Proudfit Fellowship in Letters

Geddes Smith New York City
Columbia University, candidate for
A.B., 1910

Schiff Fellowship

Benjamin Burks Kendrick, Columbus,
Ga.

B.S., Mercer University, 1905
Columbia University, graduate stu-
dent, 1909-10; candidate for A.M.,
1910

John M. Lowrie Ipona, Ill.
A.B., Knox College, 1908
A.M., University of Illinois, 1909
Columbia University, graduate stu-
dent, 1909-10

Carl Schurz Fellowship

Will Carson Ryan, Jr. Nutley, N. J.
A.B., Harvard University, 1907

Columbia University, graduate stu-
dent, 1907-10

William Mitchell Fellowship

(Recommended to Trustees for
appointment)

Maurice Picard, New York City
Columbia University, candidate for
A.B., 1910

*Samuel Anthony Goldschmidt Fellow-
ship*

Almer McDuffie McAfee, Corsicana,
Texas

A.B., University of Texas, 1908;
graduate student and tutor in
chemistry, 1908-10

Honorary Fellowships

William Morris Leiserson political
economy

New York City

A.B., University of Wisconsin, 1908;
assistant in political economy,
1908-09

Columbia University, graduate stu-
dent, 1909-10

Thomas Reed Powell administrative
law

Burlington, Vt.

A.B., University of Vermont, 1900

LL.B., Harvard University, 1904

Columbia University, Curtis fellow,
1907-08

University of Illinois, associate in
political science 1908-10

Prabhaker S. Shilotri political
economy

Jhana, Bombay, India

A.B., Cornell University, 1908

A.M., Columbia University, 1909;
University scholar in political
economy, 1909-10

Barnard Fellowship

Clement S. Brainin New York City
A.B., Columbia University, 1908

FELLOWS IN EDUCATION, TEACHERS
COLLEGE, 1910-11

Honorary Fellow

Cornelius William Prettyman, Carlisle
Pennsylvania

A.B., Dickinson College, 1891; A.M.,
1894

Johns Hopkins University, graduate
student, 1892-96; fellow, 1894-96

University of Pennsylvania, graduate student, 1896-98; teaching fellow, 1896-97; instructor in German, 1897-98

Dickinson College, professor of German, 1898

Teaching Fellow

Cecil Fairfield Lavell, Kingston, Ontario

M.A., Queens University, 1894

Cornell University, graduate student, 1895

Columbia University, fellow, 1904-05

Fellows

Walter Albert Jessup, Madison, Indiana

A.B., Earlham College, 1903

A.M., Hanover College, 1908

Teachers College, graduate scholar, 1909-10

Abby Porter Leland, Mechanicsville, N. Y.

A.B., Columbia University, 1905;

A.M., 1909

Teachers College, graduate scholar, 1909-10

ATHLETICS

THE POUGHKEEPSIE REGATTA

All three races for Cornell was again the record of the regatta at Poughkeepsie on June 25, and Columbia was a little worse off than in the previous three years. Hopes had been high in the Columbia camp up to the minute of the contest that at last they were going to carry off the Varsity race, for experts had said that the Columbia crew was the best on either the Thames or the Hudson, but it was not to be. Columbia's many adherents saw their eight struggling along far out in the Hudson in the gathering darkness, with the waves splashing, dimly saw them go under the bridge in third place, and then waited for the bombs which were to announce the winner, for not one on the long observation train could tell where the boats were in the last mile. They knew the boat was not going as it should, but it was not until long after the race that they were told that it traveled the last mile with the water swashing around above the ankles of the oarsmen—a good crew beaten by the elements.

Never before in the history of the regatta at Poughkeepsie have the stewards been so beset. The masters of the many boats which had come to Poughkeepsie to see the race would not keep out of the way, the crews would not gather at the point set, and it was only through the almost superhuman work of the stewards' boat and the revenue cutters that room could be provided for the crews to finish. On both sides of the too narrow lane of the last half-mile of the course boats touched each other, forming a solid wall, and at the finish racing launches even took some of this space. Tugs and launches planted themselves in the middle of the course, and one pulled up its mudhook just far enough to carry away the telephone cable and the stake-boat as it moved out of the way.

The net result of all this was that the race for the fours, set for half-past four o'clock, was not started until 5:20. Then the freshmen, who, under the schedule, would have got away three-quarters of an hour later, balked,

and did not come to the line, and it was 6:10 before they got the word. Then up the river went the observation train and a dreary wait of an hour and a half came. The water, which had been good when the scheduled time for the Varsity race came, had roughened so that it was foolish to start the race then, and it was ten minutes to eight before the shot was fired and the five crews got away from the mark for the four miles' pull through the wind, waves, and darkness.

Pennsylvania, on the inside course, and Cornell, the third crew from the west bank of the river, were first to catch the water, the rest being a fraction of a second behind. As they straightened out on their courses, it was seen that all but Pennsylvania were splashing a good deal, and that the Quakers were rowing in far better form. The spectators did not know then that Penn had smooth water, while the further out in the river the crews were the rougher was the going, and in Columbia's lane it was worst of all, although Wisconsin was almost as badly off as the Blue and White. At the mile and a half Cornell began to work over toward the smoother water near shore, for Syracuse was out of the way and she wanted all the advantage she could get to stall off the speeding Quakers, who were digging away as hard as at the start, and with no signs of faltering. At this stage of the race Pennsylvania was leading, with Cornell second, Columbia third, Syracuse fourth, and Wisconsin last. It was almost dark then and the most conspicuous part of the race was the shower of spray sent up by the crews out in the river, for that was about the only way their positions could be established. They were taking in water even then, another handicap was added to the rough water, and the race had practically resolved itself into a contest between Cornell and Pennsylvania in the comparatively smooth water in-shore, with the others out in the waves, shipping water at every stroke, and their position at the finish firmly fixed, except for foundering, which might

come to any one of the trio at any minute.

When one-quarter of the home stretch was over, Cornell's crew received from the stroke the signal for the final rush, which was to mean victory this time, as it generally does. Cornell rowed over the finish line in the lead by two seconds over Pennsylvania, while Columbia, rolling with the weight of the water in the shell, was ten seconds behind the Quakers, with Syracuse fourth and Wisconsin last.

Whatever chance Columbia or Syracuse may have had to win the four-oared race was taken away by their long wait for the start. With college crews on edge, ready for the contest, every moment of delay before the start counts once they are boated. The two fours were at the start on time and the fifty minutes of waiting out on the river was enough to beat the best crew in America. Syracuse was expected to give Cornell a hard race, and did so; but if the Salt City four had gone out on the river at the same time as Cornell there might have been a difference. As it was they finished a couple of lengths behind Cornell after a hard race, with Columbia third and Pennsylvania last.

In the freshmen race it was Cornell, Columbia all the way. The Ithacans took the lead at the start and were never headed, making the distance between them and Columbia half a length at the mile and holding that until near the finish, when Columbia blew up and began to drop back to Syracuse, until she was almost caught on the line. She had just strength to stagger in second by a hair, while Cornell was four lengths in front, much the best crew.

The times at the finish were as follows:

Varsity fours—Cornell, 11:37 4-5; Syracuse, 11:43 2-5; Columbia, 11:48 1-5; Pennsylvania, 12:22.

Freshmen eights—Cornell, 10:40 1-5; Columbia, 10:53 3-5; Syracuse, 10:53 4-5; Pennsylvania, 11:09 1-5; Wisconsin, 11:15 1-5.

Varsity eights—Cornell, 20:42 1-5; Pennsylvania, 20:44 1-5; Columbia, 20:54 1-5; Syracuse, 21:13; Wisconsin, 21:15 3-5.

Aside from the result of the races, the wearisome waits on the observation train, and the lack of proper provision for meals on the steamer, the innovation of travel by boat instead of by train was so successful that it will probably become the regular custom. The steamer *Albany*, which had been chartered for the day by the Columbia regatta committee, left one hundred and twenty-ninth street with nearly seven hundred passengers, including a goodly number of relatives and sons of alumni. The trip to Poughkeepsie was made in four hours with perfect weather and with far greater comfort than on previous occasions. The Early and Upper Eighties and the Older Graduates were in evidence and effectually kept the journey from being slow. During the trip a banner, the gift of Mrs. Georges Renault to the Early Eighties, was hoisted and accepted by James D. Livingston on behalf of the society. The flag, of blue and white silk, bears in its quarterings the badge of the society, King's crown, the Mines hammers, and the lion. The return journey, in spite of disappointed hopes, was even livelier than the up trip, and proved thoroughly enjoyable.

ALUMNI RECORD

The Prize Song Award

The committee appointed to award the prize of one hundred dollars, offered by the Illinois Alumni Association for a Columbia song, completed its work in June. Mr. Frank E. Ward, organist of St. Paul's Chapel, is the winner of the fifty dollar prize for the music. It will be remembered that in order to open the lists to as many contestants as possible, the committee separated the competition (and the prize) into two parts, the first for the

words and the second for the music. Professor John Erskine's verses, printed in the June *QUARTERLY*, took the award in the former half. Mr. Ward's march is judged the most worthy of the compositions submitted, both intrinsically and as a setting for the lines. It is cordially approved especially by the musical judges, Dr. Frank Damrosch and Mr. Walter Henry Hall, who with Professors Jefferson B. Fletcher and Rudolf Tombo, Jr., and Mr. Charles Buxton Going, '82S, made up the committee.

Twentieth Anniversary of '90C

The class of '90, College recognized its twentieth year since graduation by a dinner at the Claremont on the evening of Commencement day. Those present were Bleecker, Bogert, Bondy, Brauns, Crane, Dufourcq, Fiske, Hayes, Jacoby, Livingston, McLaren, Meyers, Pattou, Powell, Rowe, Seward, Stevenson, Taylor, Van Norden, and Wiener. The class held its business meeting after the dinner and elected Dr. J. Perry Seward, president, Charles L. Livingston, secretary, and John S. Fiske, Oswald N. Jacoby, and Arthur I. Taylor, members of the executive committee, all to serve for the ensuing five years.

Alumni Association of the State of Washington

The annual meeting and dinner of the Alumni Association of the State of Washington was held on April 25. The guest of the evening was Benjamin B. Lawrence, '78S. At the business meeting which preceded the dinner the report of the committee on scholarships, recommending Charles R. Fettke, of the University of Washington, as the candidate of the Association for a President's alumni association scholarship, was unanimously adopted. The following officers were elected to serve for the year 1910-11: President, O. H. P. La Farge; vice-president, Dr. Bruce Elmore; secretary and treasurer, L. Seton Lindsay.

In the absence of the president, who had been called to New York by

reason of the serious illness of his father, Dr. Bruce Elmore acted as toastmaster. Dr. Elmore read the report of the previous year's work which President La Farge had written. Mr. Lawrence was then introduced as the speaker of the evening, and explained in detail the work now being carried on by the University. Mr. Lawrence was followed by the president of the Harvard Alumni Association and several other speakers.

Alumni Association in Mexico

The annual meeting of the Alumni Association in the Republic of Mexico was held on July 2, at the University Club, City of Mexico. Of the thirty-three members of the Association, fourteen were present, namely, V. M. Braschi, '81S, president; R. M. Raymond, '98S, vice-president; Gustavo Lobo, '98S, secretary; J. E. Chapman, F. C. Fabian, T. E. Fisher, S. D. Giffin, A. R. Goodman, P. H. Harwood, R. C. Kinsey, W. A. McLaren, P. W. Monroe, E. Schuster, and H. N. Seaver. At the business meeting preceding the dinner, the Association accepted the plan for election of alumni trustees. Speeches were made at the dinner by Messrs. Goodman, McLaren, and Raymond. It was decided to have a special meeting some time in September, when the Republic has its centennial celebration, and when a special representative from Columbia will be in attendance at the inauguration of the Mexican University.

NECROLOGY

BANGS, Charles Wesley, LL.B. 1862, died in Brooklyn, New York, on June 15, 1910.

BOGERT, Albert Osborn, M.D. 1875, died in Spring Valley, New York, on June 25, 1910.

DAVIS, Albert, A.B. 1903, Ph.D. Cornell 1906, instructor in English at Dartmouth College, died in Hyde Park, New York, on June 28, 1910.

FERGUSON, Robert, A.B. 1883, died in Waynesburg, Pa., on June 15, 1910.

FIALLOS, Enrique Constantino, C.E. 1883, died in Tegucigalpa, Honduras, on April 23, 1910.

HOYT, Lucius W., LL.B. 1889, died in Denver, Colorado, on June 28, 1910.

KELLY, William Henry, LL.B. 1871, died in New York City on March 14, 1910, aged sixty-one years.

LYONS, Frederick Augustus, M.D. 1876, died recently in New York City, aged fifty-six years.

McVICKAR, Rt. Rev. William Neilson, A.B. 1865, Episcopal Bishop of Rhode Island, died in Beverly, Mass., on June 28, 1910, aged sixty-six years.

STONE, Richard Henry, M.D. 1866, died in Brooklyn, New York, on June 27, 1910, aged seventy-three years.

REGISTRATION IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1909-10

FACULTIES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	NON-CAN- DIDATES	GRADU- ATES	TOTAL, 1910
Columbia College*	260	182	98	88	64		692
Barnard College	188	109	122	62	54		535
Total undergraduates							1,227
Faculty of Political Science.....					43	264	307
Faculty of Philosophy					40	610	650
Faculty of Pure Science.....					9	172	181
Total non-professional graduate students **							1,138
Faculty of Applied Science ***	223	217	151	66	29		686
Faculty of Law ***	103	109	88		24		324
Faculty of Medicine ***	86	75	70	69	46		346
Faculty of Pharmacy	170	130			5	8	313
Teachers College***			426	338	153	206	1,123
Faculty of Fine Arts { Architecture*** ..	113				25	4	142
{ Music	5				16	2	23
Total professional students							2,957
<i>Deduct double registration †.....</i>							<i>205</i>
Net total							5,117
Summer Session, 1909							1,971
Grand Total.....							7,088
<i>Deduct double registration †</i>							<i>486</i>
Grand net total.....							6,602
Students in extension courses §.....							2,583

* The registration by years in Columbia College and the faculty of applied science is according to the technical classification, deficient students in some cases being required to register with a class lower than normally.

** The total 1,138 does not include 65 college graduates, in law (39), medicine (19) and applied science (7), who are also candidates for A.M. or Ph.D. It likewise does not include 299 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years.

*** Exclusive of college students also registered under the professional faculties (in the exercise of their professional option), as follows: 5 Juniors and 6 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science); 35 Seniors in the School of Law; 7 Juniors and 9 Seniors in the School of Medicine; 2 Seniors in Teachers College; 1 Junior and 2 Seniors in the School of Architecture.

† The 205 are Teachers College students, 200 enrolled in the Faculty of Philosophy as candidates for the higher degrees (128 men and 72 women) and special non-candidates (2 men and 3 women).

‡ Summer Session students who returned for work at the University.

§ Attending at the University (excluding 198 matriculated students of Teachers College), 1946, of whom 549 were enrolled in the evening technical courses; attending away from the University, 637.

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC
YEARS 1899-1910

FACULTIES	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910
Columbia College	465	476	492	495	504	534	589	638	650	667	692
Barnard College	251	301	339	358	403	366	390	419	453	498	535
Total undergraduates	716	777	831	853	907	900	979	1057	1013	1165	1227
Faculties of Political Science, Philosophy, Pure Science*	442	466	535	623	692	782	861	877	977	1015	1138
Total non-professional grad- uate students*	442	466	535	623	692	782	861	877	977	1015	1138
Faculty of Applied Science...	414	498	541	638	650	601	580	537	618	697	686
Faculty of Law	380	23	440	461	384	341	286	264	249	330	324
Faculty of Medicine	787	797	809	795	674	555	437	381	314	330	346
Faculty of Pharmacy	—	—	—	—	—	442	353	247	224	267	313
Teachers College**	391	528	634	633	688	721	865	743	896	992	1123
Fine Arts { Architecture	77	68	85	84	90	78	107	106	125	130	142
{ Music ***	—	—	—	—	—	44	33	31	31	28	23
Total professional students	2049	2314	2509	2611	2486	2782	2661	2309	2457	2774	2957
<i>Deduct double registration †..</i>	—	105	134	132	196	226	268	154	195	204	205
Net total	3207	3452	3741	3955	3889	4238	4233	4089	4342	4750	5117
Summer Session	—	417	579	643	1001	961	1018	1041	1395	1532	1971
Grand net total ‡	3207	3761	4234	4507	4709	4981	4964	4852	5373	5887	6602
Students in extension courses§	751	679	900	1196	1590	1886	2738	2719	3267	3013	2583

* Women graduate students registered at Barnard College in 1898 and 1899, but have been included here under the graduate faculties as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

** The decrease in 1906-7 was due to the fact that Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College are no longer included in the primary registration since that year.

*** Music was included under Barnard College prior to 1904-5.

† Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (except in 1906-10). Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate or professional faculty at that time, and students enrolled in Columbia College and Fine Arts.

‡ Excluding summer session students who returned for work in the succeeding fall. The summer session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1909.

§ Prior to 1905-6 only such students as were in attendance at the University are included.

MAJOR AND MINOR SUBJECTS OF STUDENTS IN THE FACULTIES OF POLITICAL
SCIENCE, PHILOSOPHY AND PURE SCIENCE

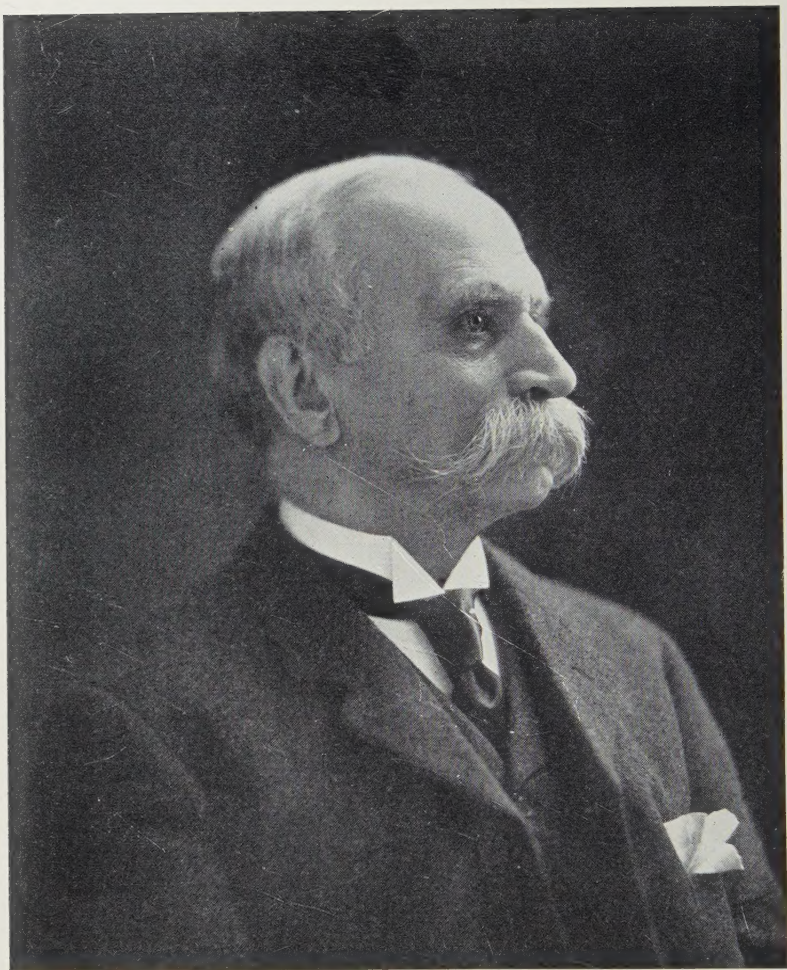
SUBJECTS	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Administrative law	4	6					4	6
American history	42	20		6			42	26
Anatomy					11	4	11	4
Ancient history	1	5		3			1	8
Anthropology		5	8	2			8	7
Astronomy				1		4		5
Bacteriology					2	3	2	3
Biological chemistry				5	12	17	12	22
Botany				1	11	17	11	18
Chemistry				3	28	24	28	27
Chinese lang. and lit.			2			1	2	1
Civil engineering					6	5	6	5
Comparative literature		2	11	58			11	60
Constitutional law	28	18		2			28	20
Contracts						1		1
Education		12	166	128		12	166	152
Electrical engineering					2	3	2	3
English		8	144	82		3	144	93
Geology				2	19	16	19	18
Germanic lang. and lit.		1	49	24		1	49	26
Greek (incl. archæology).		1	6	12			6	13
Indo-Iranian languages				6				6
International law	11	14		1			11	15
Latin (incl. Roman arch.).		2	37	29			37	31
Linguistics			2	2			2	2
Mathematical physics					5	8	5	8
Mathematics		3		19	22	15	22	37
Mechanical engineering					1	2	1	2
Mediaeval history	22	24		19		1	22	44
Metallurgy					6	10	6	10
Mineralogy						5		5
Mining						7		7
Modern European history	8	22					8	22
Music*			2			1	2	1
Neurology				2				2
Philosophy (incl. ethics)		17	56	45			56	62
Physics				2	24	12	24	14
Physiology					3	7	3	7
Political economy	47	42		6		2	47	50
Political philosophy	3	13		1			3	14
Psychology		6	22	38		2	22	46
Roman law and comp. jurisprudence	5	9					5	9
Romance lang. and lit. (incl. Celtic)		2	14	18			14	20
Semitic languages		2	11	7			11	9
Social economy	39	14		10			39	24
Sociology and statistics	59	45		34			59	79
Zoology		1		1	17	12	17	14
Total	269	294	530	569	169	195	968	1058

* 2 majors in music are counted under philosophy, as there is no graduate faculty of fine arts.

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1903-10

	1902- 1903	1903- 1904	1904- 1905	1905- 1906	1906- 1907	1907- 1908	1908- 1909	1909- 1910
A. Degrees conferred in course								
Bachelor of Arts (men)	101	102	106	104	113	94	91	93
" " (women)	47	80	83	75	76	97	98	86
" " Science (Columbia College)	115	110	119	80	75	55	69	80
" " (Barnard College)				5	8	15	25	28
" " (Education)	27	39	79	118	103	120	139	158
" " (Architecture)	7	10	4	5	7	6	6	2
" " (Chemistry)	10	4	3	4	6	9	6	1
" " Architecture							2	6
" " Music								2
Engineer of Mines	19	38	47	45	31	30	29	39
Chemical Engineer							6	6
Chemist								2
Civil Engineer	13	22	17	24	20	20	25	31
Electrical Engineer	17	23	19	24	16	21	20	27
Mechanical Engineer	19	21	11	15	14	12	22	12
Metallurgical Engineer	2	1	1	2		3	4	3
Doctor of Medicine	168	178	185	152	93	81	82	70
Pharmaceutical Chemist			3	10	8	21	7	8
Doctor of Pharmacy				1	4	3	5	4
Master of Arts	147	160	197	178	193	219	231	269
Master of Laws	1		1	2		2		
Doctor of Philosophy	39	28	38	42	42	55	59	44
Total	732	816	914	886	809	863	926	973
Deduct duplicates	15	16	22	19	5	7	7	6
Total individuals receiving degrees	717	800	892	867	804	856	919	967
B. Honorary degrees								
Master of Arts	1	1		1	3	1	1	2
" " Science			2		1		1	1
Doctor of Laws	4	2	28	6	3	5	7	2
" " Letters	1	1	1		1	2	2	4
" " Sacred Theology	1	1	1			1	1	1
" " Science	2	1	14	2		1	1	3
Total	9	6	46	9	8	10	13	13
C. Certificates and Teachers College diplomas granted								
Certificate in architecture						1		3
Consular certificate						1		
Higher diploma in education		1						
Bachelor's diploma in education	105	140	197	197	104	133	134	158
Special " "				22	59	89	109	103
Master's " "	19	25	17	36	51	51	56	65
Doctor's " "	3	1	7	3	5	5	4	8
Total	127	165	221	258	219	280	303	337
Total degrees and diplomas granted	868	987	1181	1153	1036	1153	1242	1323
Deduct duplicates	73	112	138	214	152	187	201	230
Total individuals receiving degrees and diplomas	795	875	1043	939	884	966	1041	1093

W. A. H.



C. F. Chandler